Hamilton College Catalogue 1996-97

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Hamilton College Calendar, 1996-97

Aug.	27-31	Tuesday-Saturday	New Student Orientation
	31	Saturday	Residence halls open for upperclass students
Sept.	2	Monday	Fall semester classes begin, 8 a.m.
	6	Friday	Last day to add a course or exercise credit/no credit option, noon
Oct.	4-5	Friday-Sunday	Fallcoming Weekend
	18	Friday	Mid-term warnings due Fall recess begins, 4 p.m.
	23	Wednesday	Classes resume, 8 a.m.
	25	Friday	Last day to declare a leave of absence for spring semester 1997 Last day to drop a course without penalty
Nov.	1-3	Friday-Sunday	Family Weekend
	11-15	Monday-Friday	Advising for preregistration for spring semester
	18-22	Monday-Friday	Preregistration for spring semester
	26	Tuesday	Thanksgiving recess begins, 4 p.m.
Dec.	2	Monday	Classes resume, 8 a.m.
	13	Friday	Fall semester classes end
	14-16	Saturday-Monday	Reading period
	17-22	Tuesday-Sunday	Final examinations
	23	Monday	Residence halls close, noon
Jan.	18	Saturday	Residence halls open, 9 a.m.
	20	Monday	Spring semester classes begin, 8 a.m.
	24	Friday	Last day to add a course or exercise credit/no credit option, noon
Feb.	10-14	Monday-Friday	Sophomores declare concentration
	21	Friday	Last day to declare leave of absence for fall semester 1997
Mar.	7	Friday	Mid-term warnings due
	14	Friday	Spring recess begins, 4 p.m. Last day to drop a course without penalty
	15	Saturday	Residence halls close, noon
	29	Saturday	Residence halls open, 9 a.m.
	31	Monday	Classes resume, 8 a.m.
Apr.	7-11	Monday-Friday	Advising for preregistration for fall semester
	14-18	Monday-Friday	Preregistration for fall semester
May	9	Friday	Class and Charter Day Spring semester classes end
	10-12	Saturday-Monday	Reading period
	13-18	Tuesday-Sunday	Final examinations*
	25	Sunday	Commencement
	26	Monday	Residence halls close for seniors, noon

* *Non-senior students are expected to vacate residence halls 24 hours after their last exam.*

History of the College

Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians, almost 200 years ago. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, inspector general of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.

The Academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the Academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the nineteenth century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the nineteenth century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the president. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. An ambitious building program under President Melancthon Woolsey Stryker (1892-1917) had given the College facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences.

However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel prize laureate who was chairman of the board of trustees, President Ferry nurtured Hamilton as a place of quality teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic

program giving encouragement to amateur enthusiasm and widespread participation was introduced.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. Even though Hamilton remained a men's school while Kirkland enrolled women only, students cross-registered for courses and shared certain facilities, such as the new Burke Library. A coeducational atmosphere was thus created on the Hill. In addition, Kirkland offered numerous areas of study that were not then available at Hamilton. When the two colleges were combined in 1978, Hamilton became fully coeducational and its curriculum received enrichment from Kirkland's, particularly in the performing and studio arts and in such fields as comparative literature and sociology.

In recent years the curriculum has been further expanded to incorporate interdisciplinary studies such as Africana, American, Asian, Latin American and Women's Studies, as well as computer science and a program in public policy. Also, the physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among recent developments are extensive renovations of facilities for the sciences, new language laboratories, an audio-visual center, a writing center, the Emerson Gallery for the exhibition of works of fine art and the expansion of the Robert E. Jones Computer Center. The latest major projects to be dedicated, the Hans H. Schambach Center for Music and the Performing Arts and the William M. Bristol, Jr. Swimming Pool, were constructed in 1988. Construction on the Walter Beinecke, Jr. Student Activities Village was completed in the summer of 1993.

In 1992 the College that evolved from Samuel Kirkland's plan of education celebrated the 180th anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond its borders. Although Hamilton remains small by present-day standards and currently has a student body of only 1,650, it provides resources and facilities for a quality education that compare favorably with those offered by undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

College Purposes and Goals

Education in all its forms is the central mission of Hamilton College. At Hamilton it is understood that the pivotal commitment of the faculty, administration and staff to the intellectual and personal development of students is the College's most important and enduring tradition.

Hamilton is a coeducational, residential liberal arts community whose members value and seek intellectual and cultural diversity. The College encourages respect for political, religious, ethnic, racial, physical, generational, sexual and affectional, and intellectual differences, because such respect promotes free and open inquiry, independent thought and mutual understanding.

Teaching and learning link the classroom to other aspects of student life and contribute to an educational environment that supports civility, respect and meaningful student-faculty interaction. The faculty is composed of men and women who are dedicated to the promotion of academic achievement, human decency and personal growth. Hamilton students talk about "working with" rather than "taking courses from" their professors. Undergraduates spend much time with their teachers identifying problems, clarifying questions, experimenting with solutions and frequently doing collaborative research. Although opportunities for social and recreational activities abound, Hamilton is, above all, an academic community in which challenging intellectual work is the main focus.

The fundamental purpose of a Hamilton education is to enable young men and women of unusual gifts to realize their fullest capacities, for their own benefit and that of the world in which they will live. The College's motto, "Know Thyself," summarizes the primary goal of a liberal arts education. At Hamilton we believe that the proper mixture of good students, dedicated faculty and a well-designed curriculum offers the best hope for a lifetime of continuing learning, intellectual exploration and personal fulfillment. Hamilton's curriculum reflects an appropriate respect for breadth and depth in the study of the liberal arts. The College expects its students to develop the ability to read, observe and listen with critical perception, and to think, write and speak with clarity, understanding and precision.

More specifically, a Hamilton education has as its essential goals the development of the following abilities:

1. **Fundamental Skills.** The College expects its students to attain a satisfactory level of achievement in written, oral and quantitative work.

   Writing skills. Students are encouraged to take writing-intensive courses. The Writing Program requires that every student pass at least three such courses, each taken in a different semester. For further details on the requirement, see "Standards for Written Work" under "Academic Regulations." This requirement should be completed by the end of the junior year.

   Oral skills. A high proportion of courses at Hamilton help students develop their skills in oral communication, through class discussion and/or formal presentations.

   Quantitative skills. Each student must demonstrate basic quantitative literacy by means of one or more of the following:

   a) passing the Quantitative Skills Exam, which each first-year student is required to take during Orientation;

   b) passing a course having a significant quantitative/mathematical component;

   c) completing a non-credit-bearing tutorial through the Quantitative Literacy Center.

This requirement should be completed by the end of the first year.

2. **Breadth of Coursework.** Each student must earn a minimum of two course credits in each of the four academic divisions listed below. This requirement should be completed by the end of the junior year.

   a) **Arts** (Art, College 300, Creative Writing, Dance, Music and Theatre). Course choices in this division must include at least one full-credit course.

   b) **Historical Studies and Social Sciences** (Africana Studies, American Studies, Anthropology, Asian Studies, Economics, Government, History, Latin American Studies, Public Policy, Russian Studies, Sociology and Women's Studies). Course credits in this division must be earned in at least two different departments or programs.

   c) **Humanities and Languages** (Classics, Comparative Literature, Critical Languages, East Asian Languages and Literature, English, German and Russian Languages and Literatures, Medieval and Renaissance Studies, Philosophy, Religious Studies, Romance Languages and Literature, and Rhetoric and Communication). Course credits in this division must be earned in at least two different departments or programs. Furthermore, the faculty urges all students to develop proficiency in at least one foreign language.

   d) **Sciences and Mathematics** (Archaeology, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Psychology). Course credits in this division must be earned in at least two different departments or programs.

3. **Cultural Diversity.** The purpose of this goal is to help students become better aware of the diversity of human cultures and of assumptions about social relations, power and authority, and world view connected with their own sociocultural heritage. Progress toward this goal must be made by one or more of the following:

   a) studying at the college level in a foreign country;

   b) completing a course in a foreign language department that focuses on a representation of society in its own language;

   c) completing a course centrally concerned with social relations, power and authority from diverse sociocultural perspectives;

   d) completing any course in Africana Studies, Asian Studies, Latin American Studies, Russian Studies or Women's Studies.

   A course chosen to count toward this goal may also count toward Goal 2. A list of courses taught during 1996-97 which fulfill this goal under categories b) and c) will be distributed by the registrar. This requirement should be completed by the end of the junior year.

4. **Ethical Issues**. To ensure that students think about ethical choices, about ways of approaching them and about ways the range of choices may be shaped by society and culture, each student must complete at least one course that addresses such matters. Courses that may be appropriate to this goal are offered by many departments and programs. A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.

5. **Concentration.** Each student must meet the requirements for a concentration.

Students make progress toward meeting these goals through a series of curricular requirements and through educational choices made in the context of a strong faculty advising program. A faculty adviser assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet the five goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the funda-

mental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, Hamilton's mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student's interests and aspirations. A Hamilton education will prepare you to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which you build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 23 departments and 12 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington and programs in China, France and Spain provide rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising designed to assist students as they establish their academic goals and in the selection of their courses. Each adviser is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisers help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty adviser who provides guidance during the first and second years. The adviser will help the student plan the fall course schedule during Orientation. At that time, each student also takes a variety of placement and proficiency tests. The results of these tests enable the student and adviser to discuss and agree upon appropriate courses and to initiate development of a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times of academic advising, students are encouraged not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and adviser continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration and to prepare for the senior program of the concentration. Certain members of the faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the faculty to do all academic advising. The adviser is more than a casual faculty contact: adviser and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's adviser, who may also consult with other advisers about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Students with learning disabilities may request special arrangements for academic activities, including graded assignments, quizzes and examinations. Students who request special arrangements must provide to the associate dean of students (academic) a professional diagnosis of the disability. In consultation with the student and with appropriately qualified psychologists in the Counseling Center, the associate dean will determine what accommodations (such as extended times to complete examinations) are reasonable, considering both the student in question and fairness to other students. Students who are allowed special arrangements must inform their instructors well in advance of the time the arrangements will be needed.

Academic Support Services

The Library—The Burke Library contains 506,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences and the humanities. A separate science collection is maintained in the Science Building. There is also a separate Media Library, which houses videos, slides and films, and a Music Library with music compact discs and tapes. In addition to books, the Burke Library regularly receives approximately 1,700 periodicals, together with an increasing amount of materials in microform**.** Additional material for research purposes is available through interlibrary loan and document delivery through various online systems. A library network with the online catalog, CD-ROMS, FirstSearch and access to Internet resources is available.

Among the library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes are also located in the library.

Information Technology Services—Members of the Hamilton community have access to the type of computing resources normally found only at large universities. The mission of ITS is to help faculty, staff and students to become self-sufficient users of computing hardware and software, the telephone system and data networking. Public computing facilities are available in four main locations on campus: the Robert E. Jones Computer Center in the basement of the Burke Library, the Nesbitt-Johnston Writing Center, a social science laboratory and a computer classroom in the Kirner-Johnson Building. These facilities contain more than 125 microcomputers, as well as dot matrix and laser printers. Problem-solving and consulting services are provided by the ITS staff through a Help Desk.

Other services provided by ITS staff include operating the College's Rolm telephone system and a high-speed campus data network that provides members of the Hamilton community with access to electronic communication, library catalogues and the global computer network, Internet; offering short training courses; ordering, installing and maintaining computer hardware and software; developing automated systems for administrative offices; and organizing, analyzing and reporting data in support of institutional research. ITS offices are located on the lower level of the Burke Library.

The Arthur Levitt Public Affairs Center—Located in the Kirner-Johnson Building, the Arthur Levitt Public Affairs Center assists faculty members and students in examining public issues. The center maintains a cluster of six microcomputers to assist students in retrieving information from the Internet, from CD-ROM databases and from other electronic resources. The center also brings prominent speakers to campus to address public issues, arranges for students to work on projects for state and local governments and coordinates talks by Hamilton students on public issues at high schools. The services of the center are open to students in all concentrations.

Nesbitt-Johnston Writing Center—Designed to support writing in courses throughout the curriculum, the Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any writing, at any stage of its development, whether or not it is part of a course. Writing conferences are sometimes incorporated into the requirements of writing-intensive courses, but many students also request conferences on their own. In addition, the Writing Center, located in the Kirner-Johnson Building, offers faculty consultation, word processing facilities and a resource library on writing in different disciplines.

Quantitative Literacy Center—Located in Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer peer tutoring in any introductory-level course that has a mathematics component. The center is staffed by students majoring in Chemistry, Economics, Geology, Mathematics and Psychology. Students may drop in to review mathematics topics as needed, or to use the resources of the computer

and video library. Other programs offered by the center include a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Peer Tutoring Program—The Peer Tutoring Program, located in Christian A. Johnson Hall, offers One-on-One tutoring and academic skills assistance. Students may be referred to the program by faculty members or may seek assistance on their own by meeting with the coordinator of peer tutoring and completing a tutor request card.

Concentration

Among the requirements for graduation is the successful completion of a concentration (major) offered by several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10, depending upon the department or program. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." Every student is required to complete a senior program as defined by his or her concentration. For more information, see the sections titled "Concentration" (under "Academic Regulations") and "Senior Program" below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Anthropology (Cultural Anthropology or Archaeology), Art (History of Art or Studio Art), Asian Studies, Biochemistry/Molecular Biology, Biology, Chemistry, Classics (Classical Languages or Classical Studies), Communication Studies, Comparative Literature, Computer Science, Dance, Economics, English (Literature or Creative Writing), Foreign Languages, French, Geoarchaeology, Geology, German, Government, History, Mathematics, Music, Philosophy, Physics, Psychobiology, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre, Women's Studies and World Politics.

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art (History of Art or Studio Art), Astronomy, Biology, Chemistry, Classics (Classical Languages or Classical Studies), Communication Studies, Comparative Literature, Computer Science, Dance, Economics, English (Literature or Creative Writing), Environmental Studies, French, Geology, German, Government, History, Latin American Studies, Mathematics, Medieval and Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre and Women's Studies. Specific descriptions of each minor appear in the entries under "Courses of Instruction."

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge gained in their first three years of study. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline and their continuing development of the essential arts of educated men and women.

Senior Fellowship Program

Each spring the dean of the faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisers of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisers and an examination committee.

Hamilton College Junior Year in France and Academic Year in Spain, and the Associated Colleges in China Program

The Associated Colleges in China Program and the Hamilton College programs in France and Spain are distinguished for the thoroughness with which they immerse students in the language, history and culture of those countries.

The Associated Colleges in China Program was established by Hamilton and is administered on a rotating basis with faculty members from Williams and Oberlin colleges. It offers students the opportunity to pursue the intensive study of Chinese in Beijing, China. The Capital University of Business and Economics in Beijing is the host institution. Open to academically successful students who have completed at least one year of study in Chinese, the program has both a summer and a fall session. Interested students should consult with a member of the faculty in East Asian Languages and Literature.

Enrollment in the Junior Year in France Program is open to students whose preparation in French is sufficient to enable them to profit from courses in the humanities, fine arts and social sciences taught in French. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of French. The program, directed in France by a member of the Department of Romance Languages, begins in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams and Swarthmore colleges, Hamilton also sponsors a program in Madrid, the Academic Year in Spain. The program is open to sophomores, juniors and seniors who wish to pursue studies in Spanish language, literature and civilization. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of Spanish. Hamilton is the primary organizer and sponsor of the program, while directorship rotates among faculty members of the three collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain. Each term begins with a 10-day orientation program in the coastal villages of Comillas (fall) and Nerja (spring).

Students who intend to apply to either of the programs in Spain or France should pursue study in the relevant language and consult with a member of the Department of Romance Languages. For further information, see "Romance Languages and Literature" under "Courses of Instruction." Applications are available through the Programs Abroad Office.

Hamilton College Term in Washington Program

Each year Hamilton offers a one-semester program in Washington, D.C., for qualified juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The program is not restricted to those concentrating in Government, and it is open to selected students from other colleges.

A Hamilton student who participates in the program will be appointed to the Dean's List for that semester if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the director of the program.

Hamilton College Program in Teacher Education

Pending approval from the New York State Education Department, students at Hamilton can receive provisional secondary school-level teaching certification in English, mathematics, social studies, French or Spanish. (Provisional certification is awarded upon completion of all degree requirements in an approved concentration.) Students interested in pursuing this option should consult with Susan Mason, director of the program. See the "Program in Teacher Education" section under "Courses of Instruction."

Cooperative Programs

Hamilton has established cooperative arrangements with several other institutions to expand the educational opportunities open to students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have striven to satisfy the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

Assurance of Admission: Master of Arts in Teaching—As a result of an agreement with Union College, well qualified Hamilton students are afforded the opportunity of gaining assurance of admission to Union College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification Students interested in pursuing this option should contact Susan Mason, director of the Program in Teacher Education, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program—Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute and Washington University of St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Admission to these programs in chemical, civil, electrical and mechanical engineering (as well as many others) is based on the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering adviser, Professor J.W. Ring, in the Department of Physics.

Cooperative Law Program—The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia *juris doctor* degree after three years of study at each institution. Interested students should consult with Professor Robert Simon in the Department of Philosophy.

Cooperative Public Policy Program—Hamilton cooperates with the University of Rochester in a trial program which will enable students to receive in five years the A.B. degree from Hamilton and a Master of Science degree from the University of Rochester in public policy analysis. Students interested in this option should consult with Professor Paul Gary Wyckoff in the Department of Government.

Early Assurance Program in Medicine—This cooperative effort by a small group of Northeastern liberal arts colleges and medical schools provides an opportunity for selected students, at the end of their sophomore year, to gain assurance of a place in medical school upon graduation from Hamilton. It is intended for students who are

confident of their career choice and who have completed two of the four science courses required for admission to medical school. In addition, applicants must propose, for the third and fourth years of college, a plan of study that would not be possible if they were to follow the usual pathway in which the timing of additional science courses and admission test and interview requirements limit the options for exploring broader liberal arts educational opportunities. Although this program may reduce the academic pressures that premedical students often experience, its major purpose is to provide greater choices for personal development. More detailed information can be obtained from Professor Robin Kinnel in the Department of Chemistry.

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled in courses at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Study Away from Hamilton

Each year approximately 150 Hamilton students study abroad, either with the College's programs in China, France and Spain or with other approved foreign study programs. Hamilton has special relationships with a number of these programs, such as those listed below. Students who think they may wish to study abroad, usually during the junior year, should consider early in their college careers and in consultation with their advisers, how such study will fit into their academic planning. They should also be developing the self-reliant habits of study and a level of academic achievement that will qualify them for study abroad and enable them to perform successfully in unfamiliar conditions. Students who plan to study in a non-English-speaking country are advised to develop their proficiency in the language of that country.

It is also possible to study for a semester or more at other colleges and universities in the United States. Interested students should consult the procedures outlined in the sections on "Transfer of Credit" and "Leaves of Absence" under "Academic Regulations" and should confer with the associate dean of students well in advance of the semester or semesters during which they hope to study at any off-campus institution, either in the United States or abroad.

U.S.A.-Russia Academic and Cultural Exchange Program—Hamilton is a participating member of the American Collegiate Consortium for East-West Cultural and Academic Exchange. This is the first official year-long exchange program for undergraduates of the United States and the former Soviet Union, now the Commonwealth of Independent States. Hamilton hosts Russian students each academic year and also sends its students to Russia and other CIS nations for study. In previous years Hamilton students have been enrolled in universities in Moscow, Irkutsk (Siberia) and Vladivostok. This program is intended for students majoring in any discipline who have an intermediate to advanced level of competence in Russian. For additional information, contact Professor John Bartle, Hamilton representative to the consortium.

Classical Studies in Greece and Rome—Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro), through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The program lasts for one semester and is offered during the fall and the spring. The center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome itself. The Stanford Overseas Study Office administers the center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact Professor Shelley Haley in the Department of Classics.

The Swedish Program at Stockholm University—Hamilton is one of 12 American colleges and universities sponsoring a program that enables students to enroll directly in Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or for the full academic year. For additional information, contact the associate dean of students.

The British and European Studies Group—Hamilton is affiliated with the British and European Studies Group in Cambridge, England. Drawing its faculty from Cambridge University and other British academic institutions, the program offers courses in literature and cultural studies, history and archaeology, creative writing, art history, philosophy and theatre. In addition, independent studies in a wide variety of subjects can be arranged to help students fulfill their Hamilton concentration requirements. Participation is either for one semester or for the full academic year. For further information, contact the associate dean of students.

Institute of Antarctic and Southern Ocean—The Geology Department encourages students to study abroad and to consider enrolling at the University of Tasmania (Australia) where a co-operative agreement with the Institute of Antarctic and Southern Ocean Studies and Hamilton College has been established.

SEA Education Association—Hamilton is an affiliated institution of the SEA semester program out of Woods Hole, Massachusetts. The shore component includes courses in oceanography, nautical science and maritime studies. The sea component includes six weeks aboard ship learning new skills and conducting research. For further information, contact the associate dean of students (academic).

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Course Units—The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C⁻ or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence—A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree—The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Goals and Distribution Requirements—A student must meet the five goals of the College which include certain distribution requirements. For additional information, see "College Purposes and Goals."

Concentration—A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the departmental or program chair and the Committee on Academic Standing. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Regular Concentration—Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration—While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the departmental or program chairs involved and by the Committee on Academic Standing. Approval to elect and declare a double concentration is granted only when the student makes a compelling case in writing to those whose approval is necessary. They will take into consideration the amount of progress the student has made toward meeting the first four of the College's academic goals (see "College Purposes and Goals"), the extent to which this combination of concentrations allows curricular distribution, the total number of courses required to complete both concentrations, and the student's ability to fulfill the Senior Programs of both concentra-

tions. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate departmental chair and the registrar.

Interdisciplinary Concentration—A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate departmental chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for the double concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of a Minor—A student with a concentration in a single department or program may declare a minor in any other department or program that offers a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate departmental or program chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. A student may not declare a minor after the add period of the second semester of the senior year.

Senior Program—All students must complete a Senior Program in their concentrations. For additional information, see "Academic Programs and Services."

Standards for Written Work—The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs of the College. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive. For a list of all such courses, see "Writing Program" under "Courses of Instruction."

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. At least one of the courses must be taken in the first year, and at least one of them must be outside the student's area of concentration. Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. This requirement should be completed by the end of the junior year. Students should earn all three of the required writing-intensive credits by completing courses designated by the Committee on Academic Policy as writing-intensive. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study.

Any member of the faculty may inform the director of the Writing Center that a student has not met the required standards in the written work of a course, even if the student receives a passing grade in that course. The student must then meet with the director or his or her designee to determine what remedial work the student should undertake.

Moreover, any member of the faculty may require that a student receive remedial instruction in writing from the director of the Writing Center, or his or her designee, as a condition for completing that instructor's course.

English as a Second Language—Hamilton is in the process of developing a formal program in English as a Second Language for its matriculated students. During the academic year 1996-97, the College will offer a fall semester course in writing for students whose first or native language is not Standard English. Any student seeking further experience and training in the use of Standard English may elect to take the course. Work in the course is graded, and regular academic credit toward graduation is given for it. In addition, the course satisfies the College-wide requirement of one writing-intensive course during the first year. Further, student tutors with training in English as a Second Language will be available to assist students with work in all of their courses including the regular English as a Second Language course, throughout the academic year. (See also "English as a Second Language" under "Courses of Instruction.")

Standards for Oral Work—The College requires minimum standards of effectiveness in all prepared oral presentations. Any member of the faculty may inform the associate dean of students (academic) that a student has not met the College's standards for oral presentation in a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must take remedial work in a tutorial program offered by the Department of Rhetoric and Communication or meet the requirement by such other means as the department may approve. Such a student may not be graduated from the College until the Committee on Academic Standing has determined that the student meets the College's standards for effectiveness in speaking.

Standards for Quantitative Work—All students must demonstrate basic quantitative literacy by passing a quantitative skills exam given during Orientation, or by passing designated courses, or by completing a non-credit tutorial. See "Fundamental Skills" under "College Purposes and Goals."

Physical Education Requirement—Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness, and to demonstrate proficiency in three of the following sports or to meet an equivalent standard, subject to departmental approval. A complete specification of the requirement is stated in the "Physical Education" section under "Courses of Instruction." Instruction is available in advanced conditioning, advanced fitness, aerobics, badminton, bicycling, fitness, golf, jogging, lifeguard training, platform tennis, racquetball, skating, squash, tennis, volleyball and water safety instruction. Once students have passed the test or tests for the activity, they are excused from further attendance in that sport. In most instances the requirements are met in the first year; all students must complete the physical education requirement no later than the end of the sophomore year.

Transfer students should register for a physical education course upon matriculation and consult with the departmental chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees—All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia)*. Only students who have completed all the requirements for the degree may participate in the graduation ceremony.

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The code covers all coursework and course examinations at Hamilton College during a student's college career. Complaints alleging violations of

the Honor Code shall be submitted in writing by instructors or students to the chair of the Honor Court or to the associate dean of students (academic).

Independent Study

After the first semester of the first year, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate departmental chair, the student's faculty adviser and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one semester.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition or visual arts.

In exceptional circumstances an off-campus independent study may require evaluation by the off-campus supervisor rather than by the Hamilton faculty supervisor. In such cases the Committee on Academic Standing requires that the study be graded on a credit/no credit basis. Hamilton credit for such studies will be awarded only after a Hamilton faculty member has evaluated and approved the completed project.

Internships

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Although academic credit is not awarded for such activities, a student may obtain from the project supervisor a letter of evaluation. The Office of the Dean of Students will place the letter in the student's permanent file. Under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental chair, the faculty adviser and the Committee on Academic Standing. The fee for independent coverage is $500, except when it is undertaken during a semester in which the student is enrolled full-time; in that case, the independent coverage counts as one of the 37 courses available to the student through the payment of regular tuition.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have

been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the chair of the department that offers the course.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee," under "Tuition and Fees").

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see "Admission").

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first four calendar days of the fall and spring semesters after consultation with the adviser. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

After the first four calendar days of either semester, a student who is taking four or more courses may drop a course *up to one week after midterm*, provided he or she has the approval of the adviser and of the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 14 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D-.

The letter grades with their numerical equivalents are shown below:

Excellent	=	A+	(98)	A	(95)	A-	(92)
Good	=	B+	(88)	B	(85)	B-	(82)
Satisfactory	=	C+	(78)	C	(75)	C-	(72)
Poor	=	D+	(68)	D	(65)	D-	(62)
Failure	=	F	(55)				
Serious Failure	=	FF	(40)				

After the end of the semester, reports of final grades are sent by the registrar to the student, the adviser and the parents or guardians of students who are claimed as dependents for income tax purposes. The registrar may not send grade reports to anyone else without a written release from the student.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, F or FF (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course—Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student's record.

Grades of Incomplete and Grade Changes—Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or family emergency. Approval permits the student to complete the required work for the course by a deadline set by that instructor and the chairperson of the Committee on Academic Standing. Normally this deadline will be no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the chair of the Committee on Academic Standing.

Credit/No Credit Option—To encourage greater breadth in course election, the faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1) No first-year student is permitted to use the credit/no credit option in the first semester.
2) Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3) The student must inform the registrar of his or her intention to use the credit/no credit option no later than the first four calendar days of the fall and spring semesters.
4) No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5) To qualify for a credit (Cr), a student must earn a C⁻ or better. The grade will not enter into the computation of the overall average.
6) If a student earns a grade of D+, D or D⁻, then the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
7) If a student earns a failing grade, then the transcript will show an F or FF, and the grade will enter into the computation of the overall average.

In certain courses designated by the faculty, students may be evaluated "satisfactory" or "unsatisfactory." The *Catalogue* description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester at Hamilton. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that a student may elect is limited to four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for the semester and cumulatively for all work taken at Hamilton. A student is assigned a specific ranking in the class, which appears on the permanent record. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic

Year in Spain Program, the Associated Colleges in China Program and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent from the first class meeting.

When an instructor believes that lack of attendance is proving injurious to a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student from the course, a grade of F will be recorded.

Excuse of Illness—The College's policy is to grant such excuses only for the period of time that the student is confined to bed upon the order of a College physician or nurse. Should a faculty member require official confirmation of such illness, the Office of the Dean of Students will provide it after consultation with the Health Center.

Examinations—Hour examinations normally shall not be given during the last two weeks of the semester. In-class final examinations shall not be given before the beginning of the final examination period; out-of-class final examinations shall not be due prior to the beginning of the final examination period.

The final examination period consists of six days, with two scheduled examination sessions per day. If a student is scheduled to take more than one examination in a single session, the student should ask an instructor to reschedule his or her final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult with the Office of the Dean of Students. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings—Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisers receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status—The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation—The Committee on Academic Standing will place on academic probation for the succeeding semester of attendance a student whose substandard achievement is reflected in the semester's final grades in any of the following ways:

1) failure in a full-credit course in each of two consecutive semesters;
2) receiving grades below C⁻ in courses totaling two or more units;
3) failure to maintain a cumulative average of 72 or higher in those grades earned since accumulating 16 credits (including AP, transfer and HEOP credits);
4) failure in any course (whether for full or partial credit) by a student on probation.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

If a senior's academic record during the final semester at Hamilton would have resulted in probation, the senior's degree may be withheld for one year upon the recommendation of the Committee on Academic Standing.

Suspension from the College for Academic Deficiency—The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1) failed two or more full-credit courses during a semester; or
2) accumulated failures in a total of five courses; or
3) incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension and the conditions under which he or she will be considered by the committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency—The Committee on Academic Standing will normally expel from the College:

1) any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension;
2) a senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton College.

Permanent Record—A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions) or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "suspended (or expelled) from the College on (date)_____for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare in advance by taking the appropriate foundation courses. Consultation with the appropriate departmental chairs and the associate dean of students early in the sophomore year is strongly advised.

The conditions for transferred credit are as follows:

1) Students planning study away from Hamilton must register their intentions with the Dean's Office by March 1 for the following fall semester or by November 1 for the spring semester. They must complete the transferred credit petition and receive the approval of their adviser and the appropriate departmental chairs before they begin the course of study away from Hamilton. Students who change their programs after leaving campus may seek approval of substitute courses upon their return, but should discuss substitutions in their programs with the associate dean of students (academic) by mail or telephone.
2) Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have completed their second year at Hamilton may present for transferred credit only courses taken at a four-year institution.
3) Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4) Correspondence courses are not acceptable for transferred credit. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
5) Grades must be the equivalent of C or higher.
6) Students who carry out independent studies at another college or university in the United States must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
7) Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study during a summer.
8) Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
9) Independent studies conducted in programs of study abroad are not acceptable for transferred credit.
10) The Committee on Academic Standing grants final approval of all transferred credit petitions. Any requests for exceptions to the above conditions must be submitted to the committee.

Transferred credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript with the grade assigned by the awarding institution; the grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Foreign students who enter Hamilton as first-year students and desire transferred credit for work done at a foreign college or university should consult with the associate dean of students (academic) during their first year.

Study in a Foreign Country

l) Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transferred credit.

(These provisions do not apply to the Hamilton programs in France, Spain, Washington, D.C., or the Associated Colleges Program in China. See the appropriate departments for the relevant information.)

2) All students planning to study away must discuss their plans with the associate dean of students in charge of off-campus study well before February 23 for the fall semester, or October 20 for the spring semester. Only students in good academic and good social standing at the College may receive an approved leave of absence for foreign study.
3) As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

Beginning with the Class of 2000, to earn credit toward a Hamilton degree for study abroad, a student must:

1) earn a grade point average of 82 or higher calculated over the two consecutive semesters at Hamilton immediately preceding that student's last semester at Hamilton before leaving for the study abroad.
2) receive no final grades of F or FF in the semester immediately preceding the proposed period of study abroad.

Students applying to the Hamilton College programs in France or Spain or the Associated Colleges in China Program may, with the support of the appropriate program director and the concentration adviser, apply to the Committee on Academic Standing for a waiver of the 82 average rule.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request an academic or personal leave of absence from the associate dean of students (academic). A student may request a medical or psychological leave from the dean of students. Students should consult with their academic adviser and

the appropriate dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by February 21 for the following fall semester, or by October 25 for the following spring semester. Students with an approved leave do not pay the continuation fee, preregister or participate in the housing or meal plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence—Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request an academic leave from the associate dean of students (academic). Requests must be made in writing.

Personal Leave of Absence—Students may request a leave for personal or financial reasons from the associate dean of students (academic). Requests must be made in writing.

Medical or Psychological Leave of Absence—Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request a medical or psychological leave of absence from the dean of students. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the dean of students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, the dean of students may decide to place such students on involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluative procedures will be subject to involuntary leave until such evaluations are completed. Students who face involuntary leave have the right to request a member of the faculty or administration to act as an adviser or advocate.

Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal and Readmission

Academic Suspension—A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered by the committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension—Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the dean of students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal—Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to withdraw formally from the College. A student who wishes to withdraw from the College must meet with the associate dean of students (academic) and follow the proper exit procedures.

Readmission—Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by March 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration—Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the continuation fee. Students who have not preregistered may be withdrawn from the College.

Housing and Meal Plan Lotteries—The housing lottery is held in April. In order to participate in the lottery, students must have paid the continuation fee and must have preregistered. Permission to move off campus is granted on a yearly basis. Students who wish to live off campus must participate in the off-campus lottery. The lottery is based on seniority. Students who do not participate in the housing lottery are required to live on campus and will be accommodated over the summer as space becomes available.

All students living in residence halls must participate in the meal plan. First-year and sophomore students participate in the full 21-meal plan. Juniors and seniors have the option to participate in the 14- or 21-meal plan. Certain housing locations permit students to take fewer meals in the College dining halls. However, all students, at a minimum, must participate in the five-lunch plan, known as the Common Meal Plan. Students with medical restrictions need to consult with the director of residential life.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act ("Buckley Law") are described in the "Appendix."

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships and prizes are described in the "Appendix" of the *College Catalogue*.

Commencement Honors

Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next ten percent, *magna cum laude*; and those in the next ten percent, *cum laude*.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton College.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries which appear in the section on "Courses of Instruction."

Dean's List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of the faculty makes public the names of those students who have carried throughout the semester a course load of four or more graded credits and who have completed that course load with an average of 90 or above. (A special criterion for the Dean's List applies to the Term in Washington Program; see "Academic Programs and Services.")

Phi Beta Kappa

The Hamilton College chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for academic distinction in the liberal arts and sciences. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. However, no more than one-eighth of the graduating class shall be elected altogether. In examining the academic records of candidates for election, the chapter takes into consideration their fulfillment of the academic purposes and goals of the College.

Sigma Xi

The Hamilton College chapter of Sigma Xi, the national honor society for scientists, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines and to assist the wider understanding of science. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate membership. Students not continuing on to graduate school are awarded certificates of recognition. Nominations are based on the student's performance in an independent study or a senior research project.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty in economics and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta

Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Postgraduate Planning

Just as Hamilton provides academic advisers to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 25 percent of those graduating have entered graduate or professional schools directly after college. An additional 30 percent enter graduate programs within five years after receiving their college degrees. Since most Hamilton students undertake postgraduate study, proper education for such work is an important aim of the curriculum. About 70 percent of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers a number of workshops, individual appointments and other services to assist students in exploring career options, preparing for job searches and planning for graduate and professional schools. Students are strongly urged to visit the center in their first or second year at Hamilton. The office maintains an extensive library of reference books concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs and summer employment. Also, the center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a program of assistance, with the participation of alumni, who are an integral part of the career advising process. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society, as well as the courses most helpful toward graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish or a non-Western language will be helpful.

A student contemplating graduate work should consult the catalogues of major universities for the requirements. (A wide selection may be found on microfiche at the Burke Library.) The knowledge so gained will permit useful planning in consultation with the appropriate departmental chair.

Health Professions

All accredited medical and dental schools require one year of English, one year of biology, two years of chemistry (including organic) and one year of physics. Additional recommendations and requirements are extremely varied. Those for schools of veterinary medicine are generally more rigid, while those for nursing and the allied health professions are often more flexible. Students interested in any of these careers should consult with the health professions adviser early in their academic career as they plan a course of study to meet requirements for admission to the schools of their choice. (See "Early Assurance Program in Medicine" under "Academic Programs and Services.")

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the director of the Career Center.

Education

Hamilton is proud of the number and quality of its graduates who have pursued careers in the field of education. Students interested in teaching, school administration, student services and other careers in education should consult with the staff of the Career Center, the Office of the Dean of Students, the director of the Program in Teacher Education and/or their adviser.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking and writing; a wide choice of courses, including economics and/or mathematics; and a concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under "Academic Programs and Services") leads to the B.S. or M.S. degree in engineering in either a 3-2 or 4-2 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.

Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Admission Committee reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive. In choosing between clearly qualified candidates, the committee will give some preference to sons and daughters of alumni as well as to applicants from geographic regions not already well represented in the College. The committee also seeks to identify talented students from multicultural groups or from backgrounds unfavorable to the development of academic potential.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program, including such preparatory subjects as English, mathematics, foreign language, science and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, three years of science and three years of *one* foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

The deadline for submitting applications through regular decision is January 15. An application consists of the following pieces of information: the application form itself, a secondary school report, a mid-year school report and a teacher reference form. In addition, applicants must write an essay and submit a graded sample of expository prose written for an English or history course. Candidates must also submit results from either the Scholastic Assessment Test (SAT-I) of the College Entrance Examination Board or the ACT Assessment of the American College Testing Program. Applicants are encouraged (but not required) to take the SAT-II tests of the College Entrance Examination Board and to submit the results of any three of these tests (the Writing SAT-II is preferred.) All testing must be completed by February 1 of the calendar year in which the applicant wishes to enroll.

Because the Admission Committee wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled from spring of the junior year through February 15 of the senior year. The candidate should write or telephone the Admission Office (800-843-2655) to request a specific date for an appointment. Because interview slots are limited and are often booked weeks in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9 a.m.-4 p.m. The office is also open on most Saturday mornings from July through December, but candidates are encouraged to visit the campus on a weekday if possible. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested as early as possible during the senior year. Alumni interviews cannot be scheduled after January 10. The phone number is 800-791-9283.

A campus visit should involve more than just an interview. Applicants are also encouraged to take a tour of the campus, visit classes, talk with faculty members and

students, and eat in one of the dining halls. Overnight accommodations are available (Thursdays through Sundays when school is in session) with student hosts or in the Bristol Campus Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. Our statistics show that Early Decision candidates have received a slight advantage in the admission and financial aid process. The program enables students to clearly indicate that Hamilton is their first choice, and Plan I allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I:	November 15—Deadline for application
	December 15—Notification of decision
Plan II:	January 10—Deadline for application
	February 15—Notification of decision

Students applying to the College under either Early Decision plan will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor must also acknowledge the commitment by signing this statement.

Applicants who are not admitted under this program are ordinarily deferred. Their applications will be reconsidered during the regular admission process. Notification of a final decision will be mailed to deferred candidates in late March.

To apply for aid, students should complete and file the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) PROFILE application prior to February 1 of the year they will enter college. If the PROFILE and FAFSA are filed after February 1, photocopies of the forms should be sent simultaneously to Hamilton's Financial Aid Office. This will ensure that the request receives full consideration for assistance. Be aware that filing the PROFILE is a two-step process. The registration form must be filed before CSS will send the actual application. Students will need to file the registration form in mid-January in order to file the application by February 1.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission. Early admission candidates are strongly advised to have a personal interview on campus.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon receipt of the required registration deposit of $200. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

Admission with Advanced Placement

Entering students who score satisfactorily on the Advanced Placement Tests or the International Baccalaureate Exams may be awarded (with the approval of the appropriate department and the Committee on Academic Standing) advanced placement and/or credit. In addition, credit may be granted for coursework taken on college campuses with regular college faculty.

Common Application

Hamilton, together with many other colleges, accepts the Common Application Form available in many secondary schools. Students who submit the Common Application are at no disadvantage in the selection process, but Hamilton does require supplementary information from those who submit the common application. Like all other applicants, they are asked to supply a sample of their expository writing and are strongly encouraged to visit the campus for a personal interview.

Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for matriculation at the College, counseling and tutoring. A general college studies course is offered to HEOP students each summer. Designed to introduce students to the liberal arts, the course covers such fields as English, Speech, Psychology, Philosophy, Science, Mathematics and Anthropology, and provides students with the expertise to develop a program of study, in consultation with an adviser, which will meet their perceived educational needs.

Hamilton College financial aid funds are available to students admitted under HEOP. Hamilton also conducts a parallel program to HEOP, the Scholars Program, for students who do not meet all the HEOP requirements. For further information, applicants should contact the director, Higher Education Opportunity Program, Hamilton College.

Transfer from Other Colleges

The College is interested in any well-qualified, highly motivated student who wishes to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no student can transfer more than two years' work from another institution. (See also "Evaluation of Credit for Transfer Students" under "Academic Regulations.")

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean of students at the institution most recently attended. The deadline for fall transfer applications is March 15; admission decisions are mailed by mid-May. The deadline for spring transfer applications is December 1; admission decisions are mailed by January 1. Financial aid for transfer students is available but extremely limited.

International Students

Applications from superior students from other countries are encouraged. International students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. A limited amount of financial aid is available to international students demonstrating need.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program.

The Hamilton Horizons Program provides older students with the same educational opportunities offered to regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

Applicants are initially accepted as part-time students in the program, which of itself offers no degree. After two semesters, each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation. The deadline for fall Horizons applications is April 1; the deadline for spring Horizons applications is November 1.

Tuition and Fees

A college education of the kind offered at Hamilton is necessarily expensive–so expensive that tuition represents little more than half of the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends and foundations. Even though the individual expense is thus substantially reduced, nearly 65 percent of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities and loans established to defray further the high cost of education. For detailed information, refer to the "Financial Aid" section of this *Catalogue*.

Charges for a year at Hamilton, including tuition and fees, room and board, total $27,150. Beyond this, a student will need an additional $400 to cover the cost of books and supplies, plus approximately $600 for personal expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee—A non-refundable fee of $50 must accompany each application for admission.

Registration Deposit—A non-refundable deposit of $200 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit—An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Tuition and Other Charges for 1996-97—

Tuition and Fees	per year	$21,700
Room (in College residence halls)	per year	2,750
Board (in College dining halls)	per year	2,700

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $2,300 per course.

Overelection Fee—Four years' tuition entitles the student to 37 courses–several more than are required for graduation–taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 121-122, 131-132, 141-142, 221-222, 231-232, 281, 331-332 and 431-432) pay an overelection fee of $2,300 per additional course.

Room and Board—The College asks that all students live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair and dresser for each occupant. Any student who is allowed to move from his or her residence hall to off-campus housing before the second week in the semester has ended will receive a rebate. Because of residence hall financing commitments, however, students who move after that time will not be so entitled.

A limited number of students are permitted each year to participate in the Keehn Cooperative Meal Plan or in other specialized meal plans. All students, however, will participate in the Common Meal Plan as a minimum. All first- and second-year students will participate in the 21-meal plan; all juniors and seniors can choose to participate in either the 14- or 21-meal plan; and certain housing accommodations will provide for participation in the Common Meal Plan only (lunches, Monday-

Friday). Those permitted to provide their own board will be assessed a service charge of $300 per year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be billed to the student's account on January 15, to be paid on or before March 1. Students may not preregister or participate in the housing lottery until the fee is paid. It is nonrefundable after May 1.

Student Activities Fee—At the request of the Student Assembly, a student activities fee of $50 per student per semester is charged to support student-sponsored programming.

Medical Service—Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance—Accident insurance is extended without separate charge to all regularly enrolled students. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This includes, but is not limited to, Blue Cross-Blue Shield or the parents' group insurance program.

Coverage under both the basic and the major medical plans is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Health Insurance—The College also offers a limited benefits health insurance plan for students. The cost of this plan is billed annually. An outline of coverage under this plan is available from the director, Administrative Services.

Coverage under this plan is mandatory unless a completed waiver form, including proof of other comparable health insurance coverage, is returned by the specified deadline.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Independent Coverage Fee—A fee of $600 is charged for an approved independent coverage of a course. (See "Independent Coverage of Coursework" under "Academic Regulations.")

Music Fees—Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for $192.50, or 11 weekly hour lessons for $385. A student receiving a college scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Off-Campus Programs Abroad Fee—Students may study for a semester or more through approved foreign study programs at other colleges and universities. A fee of $900 is charged for each semester a student is abroad. This fee is in addition to the tuition charged by the off-campus program.

Charges for Damage—The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills—One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August

and January, respectively. If payment is not received by the due date, a late payment fee of $100 is assessed. An additional late fee of $200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 72 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. No student whose College bills are unpaid may receive a degree or honorable dismissal, have grades recorded or obtain a transcript.

All students are held personally responsible for any unpaid balance on the tuition account, regardless of any allowances awards or financial aid. It is also the student's obligation to pay attorneys' fees or other charges necessary to facilitate the collection of amounts not paid.

All refunds to a student withdrawing from the College are based on the date on which the student, parent or guardian notified the dean of students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition and fees are refunded as follows:

1) Withdrawal or dismissal during the first two weeks of the semester: 80%.
2) Withdrawal or dismissal during the first four weeks of the semester: 40%.
3) Withdrawal or dismissal during the first six weeks of the semester: 20%.
4) After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who think that any fee or refund has been incorrectly computed may appeal to the controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment and long-term loans. Such financial assistance adds breadth to the student body and attracts individuals of diverse interests and backgrounds.

Hamilton is a member of the College Scholarship Service (CSS) of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, CSS uses the PROFILE form. Candidates for financial aid should file both the PROFILE and Free Application for Federal Student Aid (FAFSA) in order to receive full consideration for aid. If additional forms are required, applicants will be so notified.

Students seeking admission to the College for the fall term should file the PROFILE and the FAFSA by February 1 of their senior year in high school. Be aware that the PROFILE has a two-step process. The registration form is completed initially. CSS receives this from the student and then forwards the actual application, which the student must complete and return to CSS. It is extremely important that this entire process be completed as soon as possible before February 1, as late applications may be at a disadvantage for institutional funds. The FAFSA cannot be filed until *after* January 1.

The PROFILE and FAFSA filed in a timely manner will ensure the candidate consideration for any Hamilton scholarship or federal award administered by the College to which the student may be entitled. After the PROFILE and FAFSA are filed, photocopies should be sent directly to Hamilton's Office of Financial Aid. Because its own funds are limited, the College cannot guarantee that institutional grants will be available for students who file application materials after February 1, although assistance from federal and state sources may still be available.

The PROFILE and FAFSA may be obtained from a secondary school or from the College Scholarship Service, P.O. Box 6920, Princeton, NJ 08541-6920. For further information, candidates should write to the Office of Financial Aid, Hamilton College, Clinton, NY 13323.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must again file application materials with the Office of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college, medical expenses and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton College scholarships, loans or jobs; New York State and federal scholarships, grants and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton College scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants and by the College's operating budget.

Scholars Program—The William M. Bristol, Jr. '17 Scholars Program provides scholarships from $5,000-$10,000 per year (renewable for four years) to students who have demonstrated the ability to think, write and speak critically, analytically and creatively. We look for students with a strong commitment to citizenship and public service. Each year, eight to ten of Hamilton's most outstanding applicants are presented with this merit award, regardless of their financial need.

The Hans H. Schambach '43 Scholarship recognizes approximately ten of the strongest applicants from each entering class by meeting their full financial need without loans for four years. Schambach Scholars are chosen for their outstanding personal and academic promise, as well as their potential to make a significant contribution to the life of the College.

To be eligible for either of these scholarships, students must apply and be accepted to Hamilton, be in the top ten percent of their high school classes and score between 1350-1600 on the SAT. Demonstrated leadership and community involvement is also considered. No special applications are required; nominations from guidance counselors are accepted.

General Scholarships—Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than 100 endowed scholarship funds, from annual grants and by the general funds of the College.

Stipends range in amount from $100 to total expenses and are awarded on the basis of need. (See the "Appendix" for a partial list of "General Scholarships.")

Special Scholarships—To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see "Appendix.")

Prize Scholarships—Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans—*The Barrett-Schweitzer Loan Fund* was established in 1992 in honor of Edwin B. Barrett, Professor Emeritus of English and Drama, and Albert Schweitzer, the eminent humanitarian. It provides loans not exceeding $2,000 at interest rates of 4 percent per annum to students who have demonstrated academic excellence and are in need of additional financial support.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest accrues from the time the student leaves the College.

The Theodore M. Pomeroy Loan Fund was established in 1916 to assist worthy students. Loans granted to seniors are repayable within three years of graduation (interest at 3% computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3% charged from the time the loan is made.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within ten years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment—The Federal Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, exist on campus and in the local community.

Federal and State Scholarships and Grants—A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the "Appendix."

Campus Buildings and Facilities

In all, Hamilton owns more than 1,300 acres of woodlands, open fields and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, gift of Mrs. Edward W. Root in 1971, is remembered by all who have strolled its shale paths.

The Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a place of sodality for Black and Latin students. Open to and used by the entire community, the center sponsors discussions lectures, art shows and similar educational, cultural and social events.

The Anderson-Connell Alumni Center

Originally an inn called Lee's Tavern and the home of the Root family, the Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986, it is named in honor of Joseph F. Anderson, Class of 1944, and in memory of Clancy D. Connell, Class of 1912. It houses the offices of Communications and Development.

The Athletic Center

With the construction of the Margaret Bundy Scott Field House in 1978, the Athletic Center was completed, providing Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. The Field House is connected with the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus and renovated in 1993, and the Alumni Gymnasium, dedicated in 1940 and renovated in 1978. In addition, the William M. Bristol, Jr. Swimming Pool, dedicated in 1988, serves the instructional and competitive swimming and diving programs of the College (see "Athletic Programs and Facilities").

The Azel Backus House

The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

The Beinecke Student Activities Village

The Student Activities Village, constructed in 1993 and named for Walter Beinecke, Jr., former chairman of the board of trustees of Kirkland College and a life trustee of Hamilton, links the north and south sides of the campus via Martin's Way, named in honor of J. Martin Caravano, Hamilton's 16th president. The village contains the Mail Center, the Howard Diner and the Fillius Events Barn, as well as lounges, where students and faculty members meet informally outside of the classroom and office.

Benedict Hall

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, the building, which was erected in 1897, houses faculty offices and classrooms.

The Bristol Campus Center

Constructed in 1965, the William McLaren Bristol Campus Center is named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include the WHCL studios, student media offices, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations and 12 guest rooms.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of the Buildings and Grounds Department as well as registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. secretary of state and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters since 1926.

The Career Center

Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has two recruiting rooms and three reading rooms containing reference materials. It also comprises offices for three professional staff members who provide assistance to students in developing their post-graduate plans.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts and assemblies.

Couper Hall

Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It contains classrooms and offices of the Classics Department as well as the Women's Studies program.

Dining Halls

Hamilton has two dining halls: Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; and McEwen Dining Hall.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th president, was completed in 1959, and an addition was constructed in 1972. The building houses the Student Health Services and contains fully equipped examination and treatment rooms. The center is staffed by a director/nurse practitioner, two other nurse practitioners, a registered nurse and a medical secretary. For health problems that require additional resources, referral to local physicians and consultants is employed.

The Health Center also houses the College's Counseling and Psychological Services, staffed by two counseling psychologists and a counselor. Upon request, referrals can be made to mental health specialists away from campus.

Christian A. Johnson Hall

The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory and the College's media library. It also contains classrooms and faculty offices for the Critical Languages and the East Asian Languages programs, the departments of Computer Science, German and Russian Languages, Mathematics and Romance Languages, as well as the Quantitative Literacy Center.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage

is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the first-year class.

Kirner-Johnson Buildings

These connecting buildings are used extensively for academic, administrative and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the offices of the dean of the faculty, the dean of students, the registrar, the Higher Education Opportunity Program (HEOP), multicultural affairs, the departments of Anthropology, History and Sociology, the program in Africana Studies and the Nesbitt-Johnston Writing Center. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the departments of Economics and Government and the Arthur Levitt Public Affairs Center.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years chairman of the board of trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation. The Computer Center is housed in the basement of the library (see "Information Technology Services" under "Academic Programs and Services").

List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the departments of Art, and Theatre and Dance.

The Little Pub

Located adjacent to the Beinecke Student Activities Village, The Little Pub opened its doors in the spring of 1996. The restored horse stable/carriage barn contains a game room, bar, dance floor, fireplace room and other spaces for informal social gatherings.

McEwen Hall

Named for Robert Ward McEwen, 14th president of Hamilton College, McEwen Hall houses dining facilities, the Café Opus coffeehouse, a cinema lab, classrooms, music practice rooms and offices for faculty members.

Minor Theater

Originally Hamilton's first library (1872-1914), and later the College infirmary, it was converted to a theatre in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former chairman of the board of trustees. It is now used for student productions and College-sponsored work in drama.

The Observatory

Made possible through a gift from Elihu Root III, Class of 1936, the Observatory houses an $11\frac{1}{4}$" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road on Peters Lane, a quarter-mile from the campus.

Residence Halls

Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, most students live in the 20 residence halls on campus, and first-year students are housed in clusters in one-half of those halls. Resident advisers live in each hall, with an average ratio of

one resident adviser for every 30 students. Working closely with the Office of Residential Life, resident advisers are responsible for advising students in their areas, developing educational and social programs and handling administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland and North contain rooms ranging from singles to quads, and Carnegie and South, renovated in 1993, contain doubles, triples, and quads. All offer lounges, recreation areas, and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor and Root contain singles and doubles, kitchenettes and large lounges. The Bundy residence quadrangle, built in 1972, consists of large singles and doubles. Keehn offers a cooperative living arrangement, and Major is designated as the "quiet hall," where students abide by a 23-hour-a-day quiet policy. In addition, Root is designated as the "substance free" hall, and North and the third floor of Dunham as the "smoke-free" residences.

Other housing options for students include the Griffin Road and Farmhouse apartments, the recently renovated Saunders House and Rogers Estate, Wallace Johnson, DKE and 3950 Campus Road.

Root Hall

Given in 1897 by Elihu Root, Class of 1864, in memory of his father, Oren, professor of mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the departments of Comparative Literature, English, and Rhetoric and Communication.

The Elihu Root House

Constructed in 1817 for Theodore Strong, Hamilton's first professor of mathematics, the structure has served as the home of presidents as well as faculty members of the College. The house was extensively remodeled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the president. A National Historic Landmark, it was acquired by the College in 1979 and now houses the Admission and Financial Aid offices.

Saunders Hall of Chemistry

Rebuilt and enlarged in 1930, the Hall of Chemistry was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, longtime professor of chemistry and former dean of the College. It houses an auditorium, classrooms, offices and several laboratories, including the Bristol-Myers Laboratory.

The Schambach Center

Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms and library. The center also contains the 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

The Science Building

The Science Building, built in 1925, expanded in 1965 with the addition of the Dana Wing, and frequently renovated in recent years, contains the offices and laboratories of the Biology, Geology, Physics and Psychology departments, as well as two auditoriums. It also houses the Oren Root Mineralogy Collection, assembled *circa* 1850 by Mr. Root and now consisting of many specimens of fossils, rocks and minerals.

Student Life

The Division of Student Life is primarily concerned with the quality of learning for students outside of the formal classroom setting. The services within the division support and augment the educational purposes and goals outlined in the *College Catalogue*. Hamilton recognizes that students develop intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and lifestyles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences and to accept responsibility for the consequences of their actions.

Student Services

The Division of Student Life is concerned with the total development of the student. Emphasis within the various student services is placed on both challenging and supporting students' growth and development as they strive to achieve their potential. The following service areas are included within the division:

Academic Support—The academic program is central to the mission of the College. The academic progress of students toward meeting degree requirements is monitored by a faculty member serving a three-year term as associate dean of students for academic affairs. The associate dean, who assists and supports academic advising, academic progress and the Honor Court as well as related faculty committees, is available to consult with students, faculty members or parents who need assistance or support with matters pertaining to the academic progress of students. A second associate dean of students is responsible for supporting foreign study and advising students as they make preparations for study away from Hamilton.

Campus Safety—The Campus Safety staff is dedicated to promoting a safe environment. All members of the College community are encouraged to follow sound safety practices, as well as recognize and report all suspicious or criminal activity. Campus Safety functions, when needed, as a liaison with the Kirkland Department of Public Safety. Officers make vehicle and walking patrols of the campus grounds, academic buildings and residence halls, as well as provide student escorts. In addition, the staff regulates the parking and registration of all motor vehicles on campus.

Career Center—Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the work world involves a complex challenge to the student's intellectual, emotional and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy—The mission of the chaplaincy focuses on helping students in their search for values and beliefs that provide a meaningful basis for life decisions. It accomplishes this by providing worship opportunities on campus, offering counseling services, coordinating lectures to address ethical issues, advocating outreach opportunities, supporting individuals in an environment of conflicting values and developing interfaith relationships. A variety of religious groups exist on campus.

Hamilton students have many opportunities to participate in community service organizations. The Hamilton Action Volunteers Outreach Coalition (HAVOC) is a student-run organization providing community service for Oneida County since 1988. Several hundred students volunteer in weekly projects associated with Habitat

for Humanity, tutoring in local and inner-city schools, soup kitchens, homes for runaways and abused women, rape crisis and AIDS hotlines, Big Brothers/Big Sisters, nursing homes and a school for the deaf. Additionally, HAVOC sponsors an annual Crop Walk, Ox-Fam fast, community service weekend, alternative break trips and more. Community service provides experiential learning opportunities outside the classroom where students are exposed to values and lifestyles different from their own.

The ABC House, located on campus, offers talented high school students from disadvantaged backgrounds a chance to increase their educational opportunities. Students from Hamilton serve both as resident and as non-resident tutors.

Counseling and Psychological Services—Counseling and Psychological Services provides support and assistance to students who are experiencing psychological and emotional problems or who just want to "talk out" some personal matters. The counselors are all professionally trained and qualified, and the services are offered under strict rules of confidentiality.

The college years are typically filled with extraordinary growth based on experiences that occur both in and out of the classroom. While some students may come to Counseling and Psychological Services with serious psychological concerns, the overwhelming majority of students wish to discuss matters that are appropriate to the developmental concerns raised by personal and intellectual growth. Approximately one out of every three students at Hamilton seeks individual counseling at some time during his or her academic career.

Health Services—The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and lifestyles specific to the college-age population.

The clinic is open weekdays 8:30 a.m.-4:30 p.m., when the College is in session. After-hours emergency care is provided through contacts with local urgent care and emergency departments. A trained student Emergency Medical Team is on call to respond to accidents, acute on-site illnesses and injuries.

The service is free. Charges may be incurred for laboratory tests, x-rays and medications.

Multicultural Affairs—The Office of Multicultural Affairs is responsible for assisting students through their adjustment to campus life and attainment of their academic goals. It also promotes and enhances the campus community's understanding and appreciation of the diversity of cultures and heritages.

The director of multicultural affairs advises the Asian Cultural Society, Black and Latin Student Union, Islamic Cultural Society, La Vanguardia, Middle East Alliance, Native American Studies and Student Association, PRIDE, Rainbow Alliance, Sister Friends, South Asian Association and the Womyn's Community Center. Through leadership development and workshops, these organizations provide the campus with educational, awareness, cultural and social events.

Continental Crossings, a Speaker's Bureau, sends Hamilton students, faculty and administrators into the surrounding communities to speak at schools and civic organizations.

Residential Life—The staff of the Residential Life Office strives to promote and maintain a residence hall community conducive to intellectual and personal growth, where students can sleep and study, and share ideas with peers whose culture, lifestyle and opinions may be very different from their own. The staff of the Residential Life Office includes the director of residential life and three professional live-in area coordinators who are responsible for overall supervision and development of residence hall facilities and programs. Resident advisers, who are upperclass students trained as counselors, limit-setters, program developers and resource persons, provide valuable leadership within the residential community.

Student Activities—There are numerous opportunities for student development, involvement and leadership in co-curricular activities at Hamilton. Altogether, there are more than 70 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational or religious activities, or co-curricular activities related to an academic interest. A Student Activities Fair is held each fall to introduce students to the variety of options available to them.

The director of student activities advises student organizations, including private societies, and supervises the Beinecke Student Activities Village and the Bristol Campus Center. Facilities in the Bristol Campus Center include the College Store, radio station WHCL-88.7 FM, a travel agency, student organization offices and 12 guest rooms. The Beinecke Village includes the Howard Diner, the multipurpose Fillius Events Barn, the Mail Center, an automatic teller machine (ATM) and a variety of lounges.

The Student Assembly. The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of five branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); the lobbying branch (Community Council and Academic Chamber); the programming branch (Campus Activities Board); and the housing branch (Residential Life Committee). The assembly's funding committee makes allocations to more than 30 student organizations.

Student Clubs and Organizations. Descriptions of a sampling of student organizations follow. See *On the Hill,* the student handbook, for a complete listing of student clubs and organizations.

The Black and Latin Student Union was founded by students in 1968 to broaden the awareness and appreciation of Black and Latin cultures. Its goal is to help preserve the cultural identities of Black and Latin students at Hamilton. La Vanguardia was established in 1984 to complement the growing diversity within the Latino community. The Asian Cultural Society was established in 1987 to promote Asian culture, further enriching the multicultural life of the community.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers and similar events. Such groups are sponsored by the Geology, German and Russian Languages, Philosophy and Romance Languages departments.

The International Student Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing and Nordic skiing. Club membership allows individuals to borrow outdoor equipment including tents, sleeping bags, backpacks, stoves, cookware, canoes and cross-country skis.

The Root-Jessup Public Affairs Council is an undergraduate organization with student officers and a faculty adviser, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and lectures series whose participants have included William F. Buckley, Jr., Jesse Jackson, George McGovern, Phyllis Schlafly and Ralph Nader. The Council is named for the distinguished diplomats Elihu Root, Class of 1864, and Philip C. Jessup, Class of 1918.

The Womyn's Community Center was founded in order to provide a focus for the concerns of women at Hamilton. It operates a resource center and sponsors programs open to all members of the College community. The Rainbow Alliance addresses social and political concerns associated with sexual orientation.

There are eight social fraternities and four sororities affiliated with Hamilton. They are private organizations that do not receive support from the College. They are Alpha Delta Phi, Alpha Theta Chi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Gamma Xi, Kappa Delta Omega, Phi Beta Chi, Psi Upsilon, Sigma Phi and Theta Delta Chi. In addition, the Emerson Literary Society is open to undergraduate women and men.

Student Media Board. Consisting of students, faculty members and administrators, but always having a student majority and chair, the Student Media Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio and television stations are all operated and managed wholly by students.

Campus Cultural Life

Art

The Emerson Gallery in Christian A. Johnson Hall offers Hamilton students a lively and diverse program of exhibitions. Every year the gallery features the best in contemporary art as well as exhibitions drawn from many cultures and historical periods. The 1996-97 exhibitions include a retrospective of works by Dorothy Shakespear, Paul Hasen and Professor William Salzillo, as well as traveling exhibitions on such topics as Roe vs. Wade.

The gallery also houses and exhibits works from the Hamilton College collection, accumulated for nearly two centuries: early nineteenth-century portraits of College notables; Greek vases and Roman glass; an important group of Native American objects, an extensive collection of Currier and Ives prints; and the Walter Beinecke, Jr. collection of prints, drawings and paintings related to the history of the Lesser Antilles. The permanent collection has grown dramatically since the establishment of the Emerson Gallery. Thanks largely to alumni gifts, Hamilton now has significant holdings in American and British paintings and works on paper, and a growing collection of contemporary art. Use of the collections is facilitated by a study gallery set aside for student use. Work-study and volunteer positions at the gallery provide valuable experience for students interested in careers in museum work and arts management.

Dance

Hamilton's dance program offers interested students a variety of opportunities. Student dancers take part in two major departmental productions each year. The fall dance concert is choreographed by faculty members, while students showcase their own choreography in the spring production. Once each year, guest artists are brought in to create an original piece performed by students. Many other department-sponsored events occur throughout the year as well, from choreographers' showcases to senior project performances.

Each year the Student Dance Alliance sponsors a variety of workshops open to all members of the College community regardless of skill level. In addition, the Hamilton Performing Arts Series, presented by the Department of Theatre and Dance and the Department of Music, brings prestigious dancers and troupes to the stage of Wellin Hall.

Film

Two student-run film societies provide film entertainment on campus nearly every weekend that the College is in session. The Foreign and Fine Film Society brings foreign, classic and fine films to campus. The Samuel Kirkland Film Society offers recent releases.

Among the selection of films shown on campus recently were *The Cook, The Thief His Wife & Her Lover*; *Much Ado About Nothing*; *The Lion King*; *Howards End*; *Interview with the Vampire*; *Orlando*; and *In the Line of Fire*.

Music

The musical life of the College is lively and varied. The annual Music at Hamilton Artists Series of five concerts offers performances by such visiting artists as cellist Yo-Yo Ma, pianist Menahem Pressler, violinist Elmar Oliveira, clarinetist Richard Stoltzman, singer Maureen Forrester, the Empire Brass Quintet, Anonymous 4 and the Rochester Philharmonic. In addition, there are performances by faculty members and student ensembles, and numerous student recitals.

The Hamilton Performing Arts Series, presented in collaboration with the Department of Theatre and Dance, includes performances of progressive jazz, music from

non-Western traditions and folk music, as well as performances by dance companies. Recent seasons have included performances by the Silk and Bamboo Ensemble, Urban Bush Women, the Chilean folk group Inti-Illimani, the Martha Graham Ensemble, the Feld Ballet, the Women of the Calabash, Bobby Watson, Cherish the Ladies, Sweet Honey in the Rock and others. The Department of Music also sponsors master classes by visiting artists and lectures on musical subjects by prominent scholars.

Other concerts on campus are offered by the Campus Activities Board. The Office of Multicultural Affairs also sponsors concerts from time to time.

The College Choir, founded in 1867, carries forward a long tradition of choral excellence. In addition to several concerts on campus and in neighboring communities, the choir undertakes an annual concert tour during the spring recess. These tours have ranged from Boston to Chicago and Montreal to Savannah. In addition, the choir has toured Europe seven times. Auditions are held during Orientation in the fall.

The College Orchestra was founded in 1970. In recent years it has performed symphonies by Beethoven, Mozart and Schubert, as well as works by Brahms, Schumann, Berlioz, Wagner, Copland and Ives. The orchestra has also commissioned works by composers from around the world. Student soloists, chosen by annual competition, also regularly perform concertos or arias with the orchestra. In recent years the orchestra has undertaken two tours, one in this country, the other in Europe. Auditions are held during Orientation each fall.

The College Hill Singers provides an opportunity for talented singers to participate in a variety of solo vocal ensembles. Repertoire is drawn from all periods of music history. Membership is limited to members of the College Choir.

The College and Community Oratorio Society, founded in 1975, performs major works with orchestra each semester. The society is open to any member of the community, without audition. Interested singers may join by attending the first rehearsal of the term.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during Orientation each fall.

The Woodwind Ensembles, founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine and Richard Strauss. Auditions are held during Orientation each fall.

The Jazz Ensemble was founded in 1981 for the study and performance of a variety of jazz styles. It provides opportunities for students to study improvisation within a large ensemble context. The ensemble performs several concerts on campus each year, and recently presented concerts throughout New England. Auditions are held during Orientation each fall.

The Buffers, Special K and *the Hamiltones* are Hamilton's a cappella performance groups. All male, all female and coeducational respectively, each group draws from varied repertories ranging from traditional barbershop quartet melodies to contemporary music, and each mixes musical skill with humor to entertain audiences both at Hamilton and on tour. Auditions are held by announcement.

Vocal and instrumental instruction is available for those wishing to study music in the classic tradition. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony or the Catskill Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. Inquiries should be addressed to the Music Department.

Instruments of various sorts are available for student use. The Music Department also maintains a well-equipped studio for electronic music that surpasses such facilities at many larger colleges and universities.

Theatre

Theatre program productions are always open to the entire student body. Normally the department produces two to three productions a year, in November and April, and October or February. Recent major faculty-directed productions have included Shakespeare's *Love's Labour's Lost*, Ford's *'Tis Pity She's a Whore*, Goldoni's *Il Campiello,* Beckett's *Waiting for Godot*, Miller's *The Crucible*, Aeschylus' *The Oresteia* and Buchner's *Leonce and Lena*. In addition to these, the theatre program regularly produces student-directed one-acts, usually as part of the directing workshop or as senior projects. Theatre program productions involve more than 100 other students.

Auditions for theatre program productions are open to all students and are held early each semester. Technical and managerial positions are also available.

The Alexander Hamilton Players was founded in 1972 by a group of students interested in staging the musical *1776*. The players specialize in musical theatre and comedy. Each year they produce the best entries in the Wallace Bradley Johnson Playwriting Competition. Membership is open to all who have an interest in singing, stagecraft, acting or participation in the orchestra.

Lectures and Performances

Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The William M. Bristol, Jr. Distinguished Visitors Program, established through the bequest of William M. Bristol, Jr., Class of 1917, supports lectures, performances and other special events held in connection with several-day visits by high-profile experts in various fields.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Class of 1940 Cultural Endowment was established on the occasion of the 50th Reunion of the Class of 1940 to support a major cultural event to be held annually at the College, preferably in the Hans H. Schambach Center for Music and the Performing Arts.

The Class of 1949 Performance and Lecture Fund was established on the occasion of the 40th Reunion of the Class of 1949 to support major performances or lectures to be held in the Hans H. Schambach Center for Music and the Performing Arts.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy in conjunction with the Public Policy Program.

The David Maldwyn Ellis Lecture Fund was established by Robert B. Carson, Class of 1956, in honor of David Maldwyn Ellis, Class of 1938 and professor emeritus of history, to support lectures on the topics of American history or American institutions.

The Great Names at Hamilton Lecture and Performance Fund was established to support one or more annual lectures or performances by individuals of national or international renown in any field.

The Ralph E. and Doris M. Hansmann Lecture Series was established in 1993 in honor of Mr. Hansmann, Class of 1940, and his wife, to support annual lectures in the field of public policy.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management and productivity.

The Victor S. Johnson Family Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars and others who have distinguished themselves in their respective careers and are recognized leaders in their fields, to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian studies.

The Arthur Levitt Endowment Fund was established by Arthur Levitt, Jr., father of Lauri Levitt Friedland, Class of 1981, in memory of Mr. Levitt's father, Arthur Levitt, Sr., to support lectures and other activities coordinated through the Arthur Levitt Public Affairs Center.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest from Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The William Roehrick Emerson Gallery Lecture Fund was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The Reverend Alexander Thompson Memorial Lecture Fund was established through a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928 and dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism and theatre to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. Speakers are brought to Hamilton under this program to address current ethical issues.

The Winslow Lecture Fund was established through a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood for many years a professor of political science at Hamilton, to support lectures in history, political science or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities

The College has greatly expanded and improved its athletic facilities in recent years. The Alumni Gymnasium, containing a basketball court, four squash courts and a weight room, was renovated in 1978. A spacious lobby connects the gymnasium with the Russell Sage Hockey Rink, the nation's oldest college indoor hockey facility newly renovated in 1993, and with the Margaret Bundy Scott Field House to form the Athletic Center.

The Scott Field House, a 55,000-square-foot multipurpose athletic structure built in 1978, contains three regulation-size basketball courts and can seat 2,000 spectators. It also houses a six-lane, 200-meter urethane running track and indoor courts for tennis, handball, racquetball, squash and volleyball. The playing surface can accommodate practices for outdoor varsity sports during inclement weather. Connected with the Athletic Center is the William M. Bristol, Jr. Swimming Pool, completed in the fall of 1988. An eight-lane "stretch" pool with a movable bulkhead permitting division into a diving area and a swimming area, it provides Hamilton with the most modern of aquatic facilities that fully meet intercollegiate standards for competition.

In 1993, the Ade Fitness Center became the most recent addition to the athletic facilities. The state-of-the-art workout room contains a variety of exercise equipment, including stair machines, rowing machines, bicycles, NordicTracks and Heartline machines. The fitness center provides high-quality exercise facilities to all members of the Hamilton community.

Adjacent to the Athletic Center are playing fields for football, softball and baseball, and 10 all-weather tennis courts. Nearby are a nine-hole golf course covering 65 acres of the campus, two platform tennis courts and the Whitney T. Ferguson III Intramural Fields. The William D. Love Field, which also comprises the 400-meter Walter H. Pritchard Track, is used throughout the year for a variety of sports, including soccer, lacrosse and field hockey, as well as track and field.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide lifelong satisfaction.

Physical Education (See "Courses of Instruction.")

Intramural Activities

The intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Intramural Council and a departmental adviser. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre. An intramural handbook is published annually and is available to all members of the community.

Intercollegiate Athletics

The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, cross country, football, golf, ice hockey, lacrosse, soccer, squash, swimming, tennis and track (winter/spring); and women's varsity teams in basketball, cross country, field hockey, ice hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring) and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Upstate Collegiate Athletic Association (UCAA), the Eastern College Athletic Conference (ECAC), the New York State Women's Collegiate Athletic Association (NYSWCAA) and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan and Williams. The other members of the UCAA are Clarkson, Hobart/William Smith, Rensselaer, Rochester, Skidmore, St. Lawrence and Union. Conferences balance athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following club programs: the Bicycle Co-op, men's and women's crew, equestrian, fencing, martial arts, the Outing Club, men's and women's rugby, sailing, ski racing, ultimate frisbee, men's volleyball and water polo.

Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced.

To assure the maximum effectiveness in teaching, it is sometimes necessary to place limits on the enrollment in courses. Some courses have enrollment limits because of limited laboratory or studio space. Others have limits to enable instructors to incorporate additional papers and examinations, small group discussions or special projects. A writing-intensive course, for example, is normally limited to 20 students, and a seminar is normally limited to 12. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

Unless otherwise indicated, the following priorities will apply in the determination of entrance into courses limited in enrollment.

For 100-level courses, priority shall be given to first-year students, sophomores, juniors and then seniors. (Seniors must have the permission of the departmental chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, first-year students, juniors and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores and then first-year students.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: **F** for fall semester, and **S** for spring semester. **F,S** designates a course offered in both fall and spring semesters. **Su** designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 1996-97. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching.

Africana Studies

Faculty Program Committee

Vincent Odamtten, *Chair (English)*
Joseph C. Dorsey *(Africana Studies)*
Allison G. Dorsey-Ward *(History)*
Shelley P. Haley *(Classics)*
Joseph E. Mwantuali *(French)*
Stephen W. Orvis *(Government)*
Robert L. Paquette *(History)*
Michael E. Woods *(Music)* (S)

The Africana Studies Program offers interdisciplinary study of the history, culture and politics of people of African descent. It focuses on four geographic areas: Africa, the Caribbean, Latin America and the United States. The program aims to develop students' critical and analytical skills and to promote scholarship within the Africana field of study.

A concentration in the Africana Studies Program consists of nine courses: Africana Studies 101, a 400-level seminar taken in the senior year, 550 and six approved electives in Africana Studies. No more than three electives may be chosen from either the social and historical sciences or the arts and humanities. At least three must be above the 200-level. Concentrators are encouraged to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the program director. Before electing a concentration in the Africana Studies Program, students must meet with the director to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration. Students must submit a concentration proposal to the Africana Studies Program Committee (which consists of the director and at least one other faculty member), explaining the relations between the areas to be studied. Concentrators in Africana Studies are strongly advised to select a minor in a single discipline.

The Senior Program in Africana Studies (550) is an interdisciplinary project culminating in a thesis, performance or exhibition. The project, which must be approved by the committee, is to be supervised by two faculty members, one of whom must be a member of the Africana Studies Program. Students who have an average of 88 or higher in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in Africana Studies must include 101 and four electives in Africana Studies displaying a balance between the social and historical sciences and the arts and humanities, and two of which must be above the 200-level.

101F Introduction to Africana Studies. Examination of the nature, methods and development of Africana/Black Studies. An interdisciplinary introduction to the study of African and diaspora cultures and history. Survey of pre-colonial African societies from pharaonic Egypt to the Mandinka expansions of Samori Toure. Critical discussion of indigenous factors affecting cultural development and the dynamics of outside influences, such as the Atlantic Slave Trade, the spread of Islam and Christianity, and decolonization, on the continent and in diaspora. J. Dorsey.

102F Atlantic World in the Era of the Slave Trade. For full description, see History 102.

103F Principles of Geology: The Geology and Development of Modern Africa. For full description, see Geology 103.

160F History of Jazz. For full description, see Music 160.

203F African-American History to 1865. For full description, see History 203.

204S African-American History from 1865 to the Present. For full description, see History 204.

218S Politics of Africa. For full description, see Government 218.

245S Cultures of the Francophone World. For full description, see French 245.

248F African Dimensions in Latin America. Explores the varieties of the Black experience in colonial Latin America from the Columbian voyages to 1898. Major topics include the Atlantic slave trade, slavery and race relations, labor differentiation, slave resistance, sex versus gender, family life, military life, manumission patterns, African cultural diffusion, aggregate emancipation processes and comparative determinants of social integration. Prerequisite, 101 or History 102. (Same as History 248.) Maximum enrollment, 40. J. Dorsey.

255S Introduction to African-American Literature. For full description, see English 255.

[260F] Survey of Caribbean and Latin American Literature in Translation. A survey of twentieth-century works written by people of African descent in the French, Dutch, Spanish and/or Portuguese languages in the Caribbean and Latin America. Focuses on the relationship between history and literary production. Prerequisite, 101 or consent of instructor. Open to sophomores, juniors and seniors only. (Same as Comparative Literature 260.) (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

[277F] The Making of Caribbean Literature: From Imitation to Celebration. For full description, see English 277.

[280F] Francophone Culture. For full description, see French 280.

302F Black Reconstruction. For full description, see History 302.

310S African-American Women's History. For full description, see History 310.

[340F] Race and American Democracy. For full description, see Government 340.

350F Slavery and the Civil War. For full description, see History 350.

355F Studies in Francophone Literature: The African Novel. For full description, see French 355.

360S Neo-African Presence in Cuba. Studies in the Neo-African expression of religion, art, literature and culture in Cuba from the era of slavery till the present. Critical examination of political, economic and ethics systems. Prerequisite, any two 200-level Africana Studies courses. Open to sophomores, juniors and seniors only. Maximum enrollment, 40. J. Dorsey.

[374F] Ancient Egypt. For full description, see Classical Studies 374.

376S Studies in Africana Literature and Aesthetics. For full description, see English 376.

377F Major Caribbean Writers. For full description, see English 377.

[378F] Studies in Contemporary African Literature. For full description, see English 378.

385S Topics in African History. Historiographic examination of a topic in modern African history, from 1884 to the present. (Writing-intensive.) Prerequisite, at least one course in Africana Studies or History 200-level course. (Same as History 385.) Maximum enrollment, 20. J. Dorsey.

405S Seminar: Black Feminist Thought. For full description, see Women's Studies 405.

450S Seminar: African Liberation and Social Theory. An examination of modern liberation movements from the slave barracks along the West African littoral to urban and rural settings throughout the Americas. Includes assessing the course of

these movements from the colonial Americas to present-day South Africa, using interdisciplinary methods. Prerequisite, any 300-level Africana Studies course. Open to juniors and seniors only. Maximum enrollment, 12. J. Dorsey.

460F Seminar: Narratives of Race. A comparative and interdisciplinary examination of race as a condition of existence and as a category of analysis within social, political, cultural and economic problematics in the contemporary world. Questions include the social construction of race, race as ideology, race and capitalism, race and power, race and gender, race and representation in various texts produced by writers and artists of European and African ancestries. Prerequisite, any 300-level Africana Studies course. Open to juniors and seniors only. (Same as English 460 and Comparative Literature 460.) Maximum enrollment, 12. Odamtten.

474S Seminar: Contemporary African-American Literature. For full description, see English 474.

550F,S Senior Program. An interdisciplinary project, to be approved by the committee. Limited to senior concentrators. The Program.

Other courses appropriate for the concentration/minor include:

Women's Studies

220S	Gender, Race, Class and Nation
402F	Third World Feminisms

American Studies

Faculty Program Committee
Maurice Isserman, *Chair* (F,S) *(History)*
Catherine G. Kodat *(English)*

The American Studies Program offers students an opportunity to study American civilization from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory course (201), the American Studies Seminar (381) and the Senior Project (550).

Students work closely with faculty members in developing an individualized plan of study that brings at least two disciplinary perspectives to bear on a major topic in American culture. Early in the first semester of the junior year, each student must submit a concentration proposal outlining the particular goals and areas of concern to be explored. The proposal should also indicate how the courses comprise a coherent plan toward those ends.

The concentration consists of 10 courses comprising a program approved by the American Studies Committee. It includes 201, taken in the sophomore or junior year, followed by 381, which concentrators may take during their junior or senior year. All concentrators must also complete 550, the Senior Project, an interdisciplinary exploration of a major theme in American civilization.

Students who have earned a B+ (88) average in the concentration may receive honors in American Studies through distinguished work on the Senior Project.

201S Introduction to American Studies. An interdisciplinary approach to the study of civilization in the United States. Emphasis on recurring historical themes in our national culture such as the frontier, domesticity, the self-made man, immigration and war. (Writing-intensive.) Prerequisite, one 100-level history course, or English 150 or the former 200. (Same as History 201.) Maximum enrollment, 20. Regosin.

381F Seminar in American Studies: Regionalism in the United States. An exploration of the ways in which ideas of regional difference–in geography, language, religion, labor, labor, race–have shaped ideas of nation in the United States. Attention to the formulation and expression of regional difference in literature, art, film and dance, as well as selected readings in the history of regional movements such as the Civil War and the settlement of the West. Maximum enrollment, 12. (Same as History 381 and English 381.) Kodat.

550F,S Senior Project. A program limited to senior concentrators, resulting in a thesis supervised by readers from two disciplines. Kodat.

The American Studies courses assume a general familiarity with American history and literature. Concentrators are expected to take two courses in *each* of these disciplines. The American Studies Committee strongly urges concentrators to choose options from the courses listed below. For complete information about each, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments and programs.

American Literature

English 256 **Nineteenth-Century American Literature** or
English 266 **Twentieth-Century American Literature**

plus one course from such other options as:
English 255 **Introduction to African-American Literature**
English 328 **The Puritan Literary Tradition**

English 366	**Faulkner and Southern Literature**
English 367	**Southern Modernist Writers**
English 375	**Contemporary American Fiction**
English 456	**Seminar: Melville and Whitman**
English 465	**Seminar: Faulkner and Morrison**
English 474	**Seminar: Contemporary African-American Literature**

American History

History 241	**American Colonial History** or
History 251	**Nineteenth-Century America** or
History 253	**The Age of Reform: The United States, 1890-1940** or
History 254	**Recent American History: The United States, 1941 to the Present**

plus one course from such other options as:

History 203	**African-American History to 1865**
History 204	**African-American History from 1865 to the Present**
History 242	**The Old South: From Colony to Nation**
History 277	**Conservative Thought in the United States**
History 302	**Black Reconstruction**
History 310	**African-American Women's History**
History 341	**Studies in American Colonial History**
History 343	**Seminar: Revolutionary America**
History 350	**Slavery and the Civil War**
History 352	**Women and the American Social Reform Tradition**
History 353	**Seminar on the Sixties**
History 359	**Studies in American Progressivism**
History 378	**Topics in American Biography**

In addition, the following courses are recommended for concentrators:

Anthropology 113	**Introduction to Anthropology: Cultural Anthropology**
Anthropology 114	**Introduction to Anthropology: Cultural Diversity**
Art 259	**American Art**
Art 359	**American Architecture Before the Civil War**
Economics 365	**Economic Analysis of American History**
Government 116	**The American Political Process**
Government 221	**Political Parties and Interest Groups**
Government 227	**State and Local Politics**
Government 241	**Survey of Constitutional Law**
Government 270	**Democratic Theory**
Government 290	**U.S. Foreign Policy**
Government 291	**International Political Economy**
Government 329	**The American Electoral Process**
Government 334	**Congress and the Presidency**
Government 335	**The Criminal Justice System**
Government 340	**Race and American Democracy**
Government 376	**American Political Tradition**
Philosophy 111	**Contemporary Moral Issues**
Religious Studies 281	**The American Jewish Experience**
Religious Studies 346	**Pluralism in American Religious History**
Rhetoric and Communication 192	**Understanding Mass Media**
Sociology 110	**American Society**
Sociology 204	**Social Class in American Society**
Sociology 272	**Sociology of Poverty**
Sociology 315	**Seminar on Poverty and Homelessness**
Spanish 331	**The Latino Experience**

Anthropology

Faculty

George T. Jones, *Chair*
Charlotte Beck
Douglas A. Raybeck
Henry J. Rutz (S)
Bonnie Urciuoli

The department offers two tracks within the concentration of Anthropology: Cultural Anthropology and Archaeology. A student must choose one of these two tracks.

Cultural Anthropology

A track in Cultural Anthropology consists of a minimum of ten courses: 106 or 107, 113 or 114, 125, 358 and 440, and five other courses, one of which must focus on a culture area. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics.

Concentrators must fulfill their senior project requirement through satisfactory completion of the Senior Seminar (440), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper.

Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the resulting thesis.

Archaeology

A track in Archaeology consists of a minimum of ten courses: 106 or 107, 113 or 114, 325, 358 and 441, and five other courses, one of which must be 234, 242, 243 or 245. Additionally, students are strongly encouraged to take the field course (280) and 334, as well as a statistics course and courses in geology, biology or chemistry. Prospective concentrators are encouraged to take 325 and 358 as early as possible because both must be completed by the end of the junior year.

Concentrators must fulfill their senior project requirements through satisfactory completion of the Senior Seminar (441), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper.

Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the resulting thesis.

Minor in Anthropology

A minor in Anthropology consists of five courses, one of which must be at the 100 level and one of which must be at the 300 level. A student may elect to take one each from 106 or 107 and 113 or 114 as two of their five courses.

106F,S Principles of Archaeology. An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods such as sampling, survey and excavation, and analytic methods such as dating, typology and formation processes. Three hours of class and one hour of laboratory. Not open to students who have taken either Archaeology 107 or Geology 107. Maximum enrollment, 24. Beck and Jones.

[107S] Principles of Geology: Humans and the Ice Age Earth. For full description, see Geology 107.

113F Introduction to Anthropology: Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. Not open to seniors or to students who have taken 114. Maximum enrollment in each section, 40. Raybeck.

114S Introduction to Anthropology: Cultural Diversity. Analysis of cultural difference on global, national and local scales. Cultural practices and their relation to resource allocation and the distribution of power. A cultural account of race, class, ethnicity and gender. Not open to students who have taken 113. Maximum enrollment in each section, 40. Rutz.

125S Language and Culture. The relationship of language to social structure and cultural life. Topics include basic linguistic principles (the structure of sounds, words and grammar), cross-cultural perspectives on language and meaning, the ethnography of communication and linguistic aspects of social inequality (race, class and gender). Maximum enrollment, 40. Urciuoli.

[201S] Linguistic Theory: An Introduction. A general examination of the nature of language. Topics include the nature of sound, grammar, semantics and syntax; history of ideas about language; philosophical and cognitive aspects of language; structural and generative approaches to the analysis of language. (Next offered 1997-98.) Maximum enrollment, 40.

[208F] The Pacific Islands. Western impact and responses of indigenous peoples of Polynesia, Melanesia and Micronesia. Origin and migration of Pacific peoples, human adaptation to island ecology, cultural diversity, colonialism and nationalism, cultural change and survival. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 40.

221F Evolution of Economy and Society. Comparative study of precapitalist modes of livelihood. Emphasis on simple modeling of production, distribution and exchange. Some attention paid to problems of capitalist development. Topics include relationship between rationality and culture, property rights over things and persons, gender and the division of labor, relations of power and socially necessary consumption. (Writing-intensive.) Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 20. Rutz

224S Peoples of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia, with an emphasis on syncretic traditions in Malaysia and Indonesia. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Raybeck.

[225F] Phonetics and Phonology: The Analysis of Sound. How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis. (Next offered 1997-98.) Maximum enrollment, 40.

[234S] The Rise of Prehistoric Civilization. A study of the developments leading to the earliest civilizations in the Old and New Worlds. Starting with the late Paleolithic and early Neolithic periods, discussions of theories about the beginnings of agriculture and the rise of the state. Prerequisite, 106 or 107. (Next offered 1997-98.) Maximum enrollment, 40.

[241S] Native North Americans. Examination of Native North American cultures from European contact to the present. Emphasis on cultures at time of contact and on relationships between native populations and Europeans, including discussion of current problems. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 40.

242S Peoples of the American Desert West. Historic and prehistoric cultural development in the Desert West, focusing on the Great Basin. Topics include early

inhabitants, the introduction of agriculture, European contact and historic ethnographic populations. Prerequisite, 106 or 107. Maximum enrollment, 40. Beck.

[243S] North American Prehistory. The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 or 107, or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 40.

245S Human Ancestors. A review of the biological and cultural evolution of humans. Topics include human uniqueness, race and biological diversity, the earliest humans in Africa, radiations of fossil and modern humans. Includes laboratory in human osteology. Prerequisite, 106 or 107, or consent of instructor. Maximum enrollment, 24. Jones.

[254F] Gender Roles in Comparative Perspective. An examination of gender roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for gender differences with the social classifications of gender differences. Socialization, family roles and the allocation of power within gender roles. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 40.

255S American Discourses. Focus for 1996-97: Race, Ethnicity and Class. An analysis of media, legal and other public discourses that shape defining aspects of American national identity. Prerequisite, 113, 114 or 125 or Rhetoric and Communication 101, or consent of instructor. Maximum enrollment, 40. Urciuoli.

[258S] Nonverbal Communication and Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of students' observational skills in laboratory and occasional field trips. Prerequisite, 113 or 114, or Psychology 101, or consent of instructor. (Same as Rhetoric and Communication 258.) (Next offered 1997-98.) Maximum enrollment, 30.

270F The Ethnography of Communication. Focus for 1996-97: Spoken, written and signed. Theory and analysis of language use. The effect of social context and relationships on language and meaning. (Writing-intensive.) Prerequisite, 113, 114 or 125, or Rhetoric and Communication 101, or consent of instructor. Maximum enrollment, 20. Urciuoli.

272F Culture and Consumption. An anthropological perspective on American middle-class culture. Topics include the making of consumer culture, changing concepts of work and leisure, the uses and meanings of daily consumption rituals, advertising and the production of culture, and household technology and productive consumption. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Rutz.

280Su Archaeological Field Course. A six-week introduction to archaeological field methods. Excavation, survey and mapping of prehistoric hunter-gatherer sites in basin and upland habitats of the eastern Nevada desert. Prerequisite, 106 or 107, and 242. Extra cost. Two-credit course, of which one may be counted toward the concentration. Maximum enrollment, 12; minimum, 8. Beck and Jones.

301S Culture and Time. Analysis of time in a cultural and historical perspective. Development of time concepts and time-reckoning systems. Politics of time. (Writing-intensive.) Prerequisite, 113 or 114, and junior or senior standing, or consent of instructor. Maximum enrollment, 20. Rutz.

[315S] Writing Culture. History and analysis of ethnographic writing with particular attention to the politics of description. (Writing-intensive.) Prerequisite, 113, 114 or 125, or Rhetoric and Communication 101, or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 20.

325F Analytic Methods in Archaeology. A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. Three hours of class and three hours of laboratory. Prerequisite, 106 or 107. Maximum enrollment, 8. Beck and Jones.

330S Anthropology of Deviance. An examination of deviance in cross-cultural perspective. Formal and informal sanctions in state and non-state societies. Comparative theoretical approaches to deviance, including functionalist, conflict, control and labeling theories. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Raybeck.

333F Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113 or 114, a psychology course, and junior or senior standing, or consent of instructor. Maximum enrollment, 40. Raybeck.

334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design and typology; reconstruction of social organization; history of the discipline. Prerequisite, 106 or 107, and 113 or 114. Maximum enrollment, 12. Beck.

358F History of Anthropological Ideas. A consideration of major paradigms in anthropology from the nineteenth century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. Prerequisite, 106 or 107, or 113 or 114. Rutz.

440F Senior Seminar in Cultural Anthropology. Critical evaluation of selected topics in cultural anthropology. Primary research, culminating in a paper for fulfillment of the senior project. Urciuoli.

441F Senior Seminar in Archaeology. Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project. Jones.

450S Senior Project in Cultural Anthropology. For students continuing their senior projects in Cultural Anthropology for a second semester but who are not pursuing honors. Continuation of participation in 440. The Department.

451S Senior Project in Archaeology. For students continuing their senior projects in Archaeology for a second semester but who are not pursuing honors. Continuation of participation in 441. The Department.

560S Honors Thesis. A thesis supervised by at least one member of the department. Continuation of participation in 440 or 441. The Department.

Art

Faculty

Deborah F. Pokinski, *Chair*
Rand Carter
L. Ella Gant
Louanne G. Getty
Diane S. Graham
John C. McEnroe
Robert B. Muirhead
Robert C. Palusky
William Salzillo

Special Appointment

Scott MacDonald

The Art Department offers concentrations in both the History of Art and Studio Art. Because 100-level courses are introductory, students should elect to take such courses by the end of the sophomore year.

History of Art

A concentration in the History of Art consists of 104 (Introduction to Drawing) and nine additional courses including a choice of 248, 261, 266 or 270; either 254 or 258; 282; 285; either 292 or 293; one 300-level course; two electives (one of which may be a second Studio Art course); and a seminar taken during either semester of the senior year. The Senior Project in the History of Art includes an extensive research paper prepared in connection with the senior-year seminar and its oral presentation before the department. A complete description of the Senior Project is available in List 111. Honors in the History of Art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished achievement on the Senior Project. Students planning to apply for graduate studies in the History of Art are advised to acquire or consolidate a fluency in at least one modern foreign and one ancient language. A minor in the History of Art consists of 104 and four additional courses in the History of Art, including at least one pre-modern or Asian course.

Studio Art

A concentration in Studio Art consists of 104 and either 151, 152 (or 150) or 154; at least one additional course in the History of Art; and seven additional Studio Art courses including one in each of the following categories:

1) Painting and Printmaking
2) Ceramics and Sculpture
3) Photography and Video

and a minimum of one 300-level course. Honors in Studio Art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished performance in 501-502 (Senior Project), which is required of all Studio Art concentrators. A complete description of the Senior Project is available in List 111. A minor in Studio Art consists of 104, a choice of either 151, 152 (or 150) or 154, and three additional Studio Art courses.

Students interested in preparing for a professional school of architecture should consult with Professor Carter as early as possible.

History of Art

151F,S Architecture and the Environment. A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose and formal significance. Individual buildings examined in relation to their urban and natural contexts. Maximum enrollment, 40. Carter.

152F,S Introduction to Western Art History. The various roles of the visual arts in European and American society. Discussions of representative examples from antiquity to the present. Not open to seniors. Maximum enrollment in each section, 40. McEnroe (Fall); Pokinski (Spring).

154F,S Introduction to East Asian Art. An introduction, from a religio-historic and stylistic perspective, to major artistic monuments of India, China, Japan, Korea and Southeast Asia. Monuments of different religious and philosophic inspiration, including Hindu and Buddhist, Confucian and Daoist, and Shinto, analyzed and compared with the aim of understanding native cultural expression. Not open to seniors. Maximum enrollment, 40. Graham.

190F Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures and readings exploring history, theory and aesthetic principles of film. Students' papers based on screenings. Four hours of class. Maximum enrollment, 40. MacDonald.

[248S] Arts of Buddhism. An introduction to the doctrine and art of Buddhism from its origins in India and expansion to Central Asia, the Far East and Southeast Asia.

250F Women in Art. The Western tradition in art from the perspective of women. Topics include women as artists, images of women in art, the cultural values which affected women's participation in artistic life as well as the writing of art history, and issues of feminist theory for art. (Writing-intensive.) Prerequisite, 152 or consent of instructor. Maximum enrollment, 20. Pokinski.

[254F] Japanese Art. An introduction to art and architecture of Japan from the Jomon to Edo periods. Distinctive Japanese arts such as Shinto architecture, handscroll illustration, Zen gardens, ink painting and wood-block printing analyzed against a religio-cultural background.

258F Chinese Art: Jade-Working to Monumental Landscape Painting. An introduction to major arts and architecture of China from the Late Neolithic to modern periods. Major artistic traditions, including ritual bronze and jade-working, Buddhist cave-temple sculpture, ceramics, calligraphy, landscape painting, gardens and imperial architecture analyzed against a religio-cultural background. Graham.

[259F] American Art. Artistic developments in the United States with emphasis on the nineteenth and early twentieth centuries. Topics include the effects of colonial experience, changing relationships with European art, the influence of American social and political agendas, expressions of race, class and gender, vernacular architecture, and American attitudes toward art. Prerequisite, one course in art history or American history. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

[261S] Classical Art History. Greek and Roman art history. Topics include the social function of sculpture, changing views of ancient artists, art and narrative, Roman art and propaganda. Special emphasis on how and why ancient art has been reshaped by later viewers. (Writing-intensive.) (Same as Classical Studies 261.) (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

[266S] Art of the Islamic World. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic civilization.

270S Medieval Art History. Visual culture in medieval Europe. Topics include the role of images in shaping social order, the holy image and veneration, and how attitudes toward medieval art have changed through time. (Writing-intensive.) Maximum enrollment, 20. McEnroe.

282S The Renaissance. Italian art from the fourteenth through the sixteenth century. Topics include the development of art theory, the relation between Italian and

Northern art, the roles of the patron and gender stereotypes. Maximum enrollment, 40. McEnroe.

285F Seventeenth-Century Art. The internationalization of Italian Renaissance classicism in the Age of Expansion, beginning with its origins in Rome and continuing with its development in the new artistic capitals of southern, western and northern Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Vermeer and Jones. Prerequisite, one 100-level course in the history of art. Carter.

[286S] Art in the Age of the Enlightenment. The eighteenth century in Europe and its overseas dominions seen as a watershed between a rational and an empirical attitude to nature and reality. The shift from Christian Humanism to modern sensationalism. The rococo, sentimental and picturesque/sublime traditions and their assimilation into neoclassicism. (Offered in alternate years; next offered 1997-98.)

292S Modern Architecture: 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late eighteenth century and its development in the nineteenth and twentieth centuries. Prerequisite, 151. Carter.

293F Modern Art. Developments in European and American art from 1850 to the 1980s. Topics include the relationships of formalism and modernism, social change and subject matter, avant-gardism, abstraction, the role of art institutions and the end of modernism. Maximum enrollment, 40. Pokinski.

330F Art Historians and Art History. Changing interpretations from the Renaissance to the present: biography, connoisseurship, formalism, iconology and the New Art History. (Writing-intensive.) Prerequisite, one 200-level course in the history of art. Maximum enrollment, 20. McEnroe.

[350S] Chinese Painting: Spirit Banners to Bourgeois Formalism. An introduction to traditional themes of painting such as figural and landscape, and to critical theory from the Han through the Republican era in China. Prerequisite, one 200-level course in the history of art or consent of instructor.

[359S] American Architecture Before the Civil War. A brief outline of architecture, planning and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. Field trips to accessible sites. Prerequisite, 151 or 285.

[392F] Architectural Theory in the Modern World. A discussion of the theory and practice of such influential figures as A.W.N Pugin, John Ruskin, William Morris, Frank Lloyd Wright, Bruno Taut, Le Corbusier and Ludwig Mies van der Rohe, followed by a critical examination of the "Post-Modern" reaction and the work of such contemporary architects as Leon Krier, Robert Venturi and Michael Graves. Group discussion and student presentations. Prerequisite, 151 or consent of instructor. (Offered in alternate years; next offered 1997-98.)

[401S] Seminar in Chinese Art. Selected topics in literary texts and Chinese art. (Writing-intensive.) Prerequisite, 258 or 350, or consent of instructor. Maximum enrollment, 12.

[402F] Seminar in Ancient Art. Selected topics in Near Eastern, Greek and Roman art. (Writing-intensive.) Prerequisite, 261. (Same as Classical Studies 402.) Maximum enrollment, 12.

[403F] Seminar in Renaissance Art. Topics in Renaissance art and historiography. (Writing-intensive.) Prerequisite, 282. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 12.

406S Seminar in Modern Art. Topics in modern art and historiography. (Writing-intensive.) Prerequisite, 293. Maximum enrollment, 12. Pokinski.

[490F] Seminar in Decorative Arts. Study of style and social function in the arts of design, with special emphasis on furniture. Visits to public and private collections. (Writing-intensive.) Prerequisite, 285. Maximum enrollment, 12.

491F Seminar in Neo-Classicism. Art around 1800 seen as a watershed between Renaissance Humanism and Modernism. Topics include the reinvesting of old forms with new meanings, the reevaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. (Writing-intensive.) Prerequisite, 285. Maximum enrollment, 12. Carter.

Studio Art

104F,S Introduction to Drawing. Study of the basic elements of drawing, including line, texture, mass and composition. Students work from the model during class time, do outside assignments and participate in group criticism. Maximum enrollment in each section, 25. The Department.

105F,S Design. Introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Maximum enrollment in each section, 25. Salzillo (Fall); Muirhead (Spring).

106F,S Introduction to Ceramics. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects, followed by group criticism and technical aspects of ceramics. Maximum enrollment, 18. Palusky.

109F Introduction to Sculpture. Basic methods in dealing with problems of form, technique and concept. Explores sculptural possibilities of traditional and non-traditional materials and techniques. Journal-keeping. Group critiques. Maximum enrollment, 10. Getty.

113F,S Introduction to Photography. Fundamentals of 35mm camera use, black and white film process, print enlargement and development. Emphasis on development and control of technical skills combined with exploration of standards within the field of photography. Must have a 35mm camera with manual settings. Group critiques, journal. Not open to seniors. Maximum enrollment, 18. Gant.

114F Art, Science and the Photographic Image. Exploration of relationships among technology, aesthetics and interpretation of the photographic image, based on fundamentals of 35mm camera use, black and white film process, print enlargement and development. Topics include color theory, optics, image manipulation and chemical reactivity. Lecture, demonstration, discussion, required darkroom labs and experiments with various photographic media and techniques. Must have a 35mm camera with manual settings. (Same as Chemistry 114.) Maximum enrollment, 18. Gant and Raiche.

160S Figure Drawing. Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture. Maximum enrollment, 20. Salzillo.

203F,S Painting I. Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures and landscape. Maximum enrollment, 15. Muirhead (Fall); Salzillo (Spring).

208F Pottery. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel and high-fired glaze technology. Maximum enrollment, 8. Palusky.

213S Introduction to Video. Fundamentals of camera work and editing for videography. Introduction to critical, theoretical and historical contexts of the medium. Emphasis on traditional and non-traditional uses for and assumptions about video. Group critiques. Not open to seniors. Maximum enrollment, 12. Gant.

219F Experimental Sculpture. A thematic, advanced sculpture class focusing on altering found objects and spaces, incorporating a variety of materials, techniques and issues. May be repeated for credit at increasingly advanced levels. Maximum enrollment, 10. Getty.

233F Basics of Printmaking. Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation and safety. Maximum enrollment, 12. Salzillo.

235S Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May be repeated for credit at increasingly advanced levels. Prerequisite, 104. Maximum enrollment, 12. Muirhead.

302F Photography Workshop. Continued investigation and development of black and white technical processes combined with introduction to basics of Adobe Photoshop. Study and exploration of personal vision through photographic means and the use of this vision to pursue broader-based aesthetic, social, cultural and political context for photography. Group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 113 or 114. Maximum enrollment, 12. Gant.

304F Advanced Painting. Further exploration of concepts and techniques presented in Painting I with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic. Prerequisite, 203. Maximum enrollment, 12. Muirhead.

308S Sculpture Workshop. Advanced study of traditional and non-traditional sculpture materials and techniques. Emphasis on sculpture as a vehicle for communication and significance. Journals, research, field trips, lectures and group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 109 or 219. Maximum enrollment, 10. Getty.

311S Ceramics Workshop. Emphasis on personal concepts employing sophisticated building and coloring techniques. Prerequisite, 106. Maximum enrollment, 18. Palusky.

[313S] Video Workshop. Special topics, such as video history, activism, censorship and installation work. Emphasis on exploration of personal vision combined with awareness of aesthetic, social, cultural and political history as they relate to videography. May be repeated for credit at increasingly advanced levels. Prerequisite, 213. Maximum enrollment, 10.

[315S] Drawing/Painting Workshop. Advanced problems in drawing and painting. Concepts and material studies related to *trompe l'oeil*, photographic, nonrepresentational, collage and serial formats. Emphasis on creative interpretation. Prerequisite, 203 or consent of instructor. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 12.

501-502 Senior Project. A required two-term course during which the Studio Art concentrator will prepare an exhibition of his or her work. The Department.

Asian Studies

Faculty
Thomas A. Wilson, *Program Chair (History)*

The Asian Studies Program offers a concentration in East Asian Studies (China and Japan) and a minor in South Asian Studies.

East Asian Studies

East Asian Studies is a multidisciplinary approach to the study of Chinese and/or Japanese language, culture and society that requires a command of Chinese or Japanese language through at least the intermediate level, as well as the study of East Asia within the framework of at least one other discipline listed below. Prospective concentrators must have completed at least one year of coursework in Chinese or Japanese or at least two courses from the list below prior to declaration of the East Asian Studies concentration.

A concentration in East Asian Studies consists of nine courses:

1) An introductory course (Art 154, Chinese 150 or History 105);
2) Chinese 140 or Japanese 202;
3) Three courses from one discipline listed below, of which at least one must be at the 300 level (400 level for Japanese);
4) Three additional courses from the list below, at least one of which must be at the 300 level (400 level for Japanese). If courses fulfilling 2 and 3 above are chosen from the same discipline, these three courses must be from at least one other discipline;
5) A senior project (550) related to the discipline in 3 above.

Appropriate courses taken in overseas programs, with the permission of the program chair, may be counted toward the concentration. Prior to leaving for language study abroad, East Asian Studies concentrators must meet with the program chair or adviser to design a program of study with a clearly defined disciplinary focus. Honors in East Asian Studies will be awarded to concentrators with an 88 average in the concentration and who complete 550 with a grade of A- or better. A minor in East Asian Studies consists of five courses as approved by the program chair.

550F,S Senior Project. A research project culminating in a paper, designed by the student in consultation with at least two members of the Asian Studies Committee representing different disciplines. Students are expected to develop a theoretical or methodological sophistication in one discipline as the foundation for their senior project by completing upper-level (300 or above) coursework in the discipline. The Program.

Art

154 Introduction to East Asian Art
248 Arts of Buddhism
254 Japanese Art
258 Chinese Art: Jade-Working to Monumental Landscape Painting
350 Chinese Painting: Spirit Banners to Bourgeois Formalism
401 Seminar in Chinese Art

Chinese

140 Fourth Term Chinese
150 Introduction to Chinese Culture, Society and Language
200 Advanced Chinese I
202 Chinese Films and Society
220 Contemporary China
300 Readings in Modern Chinese Literature

320 **Chinese Press and Television**
400 **Introduction to Classical Chinese**
420 **Selected Readings in China's Post–Cultural Revolution Literature**

Comparative Literature

216 **Modern Japanese Literature**
224 **Modern Japanese and Chinese Women Writers**
257 **Eros and Massacre: Japanese Literature and Film**

Government

211 **Politics in China**
339 **East Asian International Relations**
341 **China's Cultural Revolution**

History

105 **Introduction to East Asian Cultures: China and Japan**
124 **The Silk Road: Crossroads of Culture**
270 **Cultural and Political Traditions of Japan**
272 **Modern Japan: 1600 to the Present**
280 **Cultural and Political Traditions of China**
285 **Modern China: 1644 to the Present**
337 **Seminar in Chinese Intellectual History: Confucianism**
338 **Heroes and Bandits in Chinese History and Fiction**
360 **Seminar: Mythical Histories in China and Japan**
403 **Research Seminar in East Asian History**

Japanese

201-202 **Intermediate Japanese**
301-302 **Advanced Japanese**
401-402 **Readings in Japanese**

Religious Studies

105 **Origins**
243 **Chinese Religion and Thought**
365 **The World of Zen**
425 **Mahayana Buddhism**

Theatre and Dance

255 **Asian Theatre**

South Asian Studies

A minor in South Asian Studies consists of five courses, including Religious Studies 125, approved by the chair of the Asian Studies Program.

Art

154 **Introduction to East Asian Art**
248 **Arts of Buddhism**

History

124 **The Silk Road: Crossroads of Culture**

Music

154 **Music of the World's Peoples**

Religious Studies

125 **The Wonder That Was India**
216 **Indian Thought**
405 **Seminar in Asian Religions**
425 **Mahayana Buddhism**

Biochemistry/Molecular Biology

Faculty Program Committee
Susan D. Morgan *(Biology)*
Ian J. Rosenstein *(Chemistry)*

The Departments of Biology and Chemistry offer an interdisciplinary concentration in Biochemistry/Molecular Biology. The concentration consists of 12 courses (11.5 credits), which must include 333; Biology 110, 210, 225 and 446; and one course chosen from among 436, Biology 336, 348 and 444, and Chemistry 334. For the class of 1998, Chemistry 111 and 112 (or 141 and 142); 223-224 are required; for the class of 1999, Chemistry 111-112 or 120 and 265, 223-224 or 190 and 255 are required. Certain courses in Mathematics and Physics are prerequisites for 333. Senior concentrators must take 550 and 551 to satisfy the Senior Thesis requirement. A complete description of the Senior Project is available from the departments. Honors in Biochemistry/Molecular Biology will be based on excellence in coursework and on the Senior Thesis.

333F Classical Physical Chemistry. For full description, see Chemistry 333.

[436S] Biophysical Chemistry. For full description, see Chemistry 436.

446F Biochemistry. For full description, see Biology 446.

550F,S Senior Thesis I. A research project carried out in association with a faculty member. One course credit. Must be approved by April of the junior year. The Departments.

551F,S Senior Thesis II. A research project carried out in association with a faculty member. Includes written and oral presentations. One-half course credit. Prerequisite, 550. The Departments.

559F,S Senior Research Tutorial. Specialized study of topics in biochemical research. One-half course credit. Prerequisite, 550 and consent of instructor. The Departments.

Biology

Faculty

Ernest H. Williams, *Chair*
David A. Gapp
Jinnie M. Garrett (F,S)
Herman K. Lehman
Sue Ann Miller
Susan D. Morgan
William A. Pfitsch
Patrick D. Reynolds
Laura S. Rhoads

Special Appointment

Kenneth M. Bart

A concentration in Biology consists of 9.5 credits, which must include 110, 210, 225, 550, 551 and at least one additional course at the 300 level or above. A complete description of the Senior Thesis (550-551) is available from the department. In addition, concentrators must complete a year of chemistry (Chemistry 111 and 112 or 141 and 142 or 120 and 190). A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration or in the minor. Students preparing for graduate studies in biology should take at least one year each of calculus, organic chemistry and physics, and should have knowledge of a foreign language and computing. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis. A minor in Biology consists of five courses, which must include 225 and at least one course at the 300 level or higher.

110F General Biology: Physiology and Ecology. An introduction to biology. The structure and function of plants and animals, the diversity of living organisms and the ecology of populations and communities. Three hours of class and three hours of laboratory. Gapp, Pfitsch and Williams.

120S Female Biology. Selected biological topics and concepts considered using human and non-human female examples. Three hours of class supplemented with some laboratory and discussion meetings. May not be counted toward the concentration or the minor. Maximum enrollment, 15. Miller.

[134S] Biology of Reproduction. Physiology and endocrinology of vertebrate reproductive systems; emphasis on hormonal regulation of human reproduction including pregnancy and parturition. May not be counted toward the concentration or the minor. (Next offered 1997-98.)

140S Natural History of New York Plants. An introduction to the study of plants. Exploration of the environmental, biological and historical factors influencing plant distribution. Field trips on identification of local flora. One and one-half hours of class and three hours of field or laboratory exercises. May not be counted toward the concentration or the minor. Pfitsch.

150S Society and Environment. For full description, see Environmental Studies 150. May not be counted toward the concentration or the minor.

210S General Biology: Evolution and Cell Biology. The process of evolution and the molecular and cellular basis of biological organization. Three hours of class and three hours of laboratory. Prerequisite, 110 or consent of instructor. Gapp, Morgan and Reynolds.

[213S] Marine Biology. Introduction to life in the sea; diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs, and interaction of human culture and marine life. Three hours of lecture or laboratory/discussion, and field trip to marine habitats. Prerequisite, one introductory science course. May not be counted toward the concentration or the minor. (Next offered 1997-98.) Maximum enrollment, 20.

221S Microbiology. Introduction to viruses and prions and to the microbial world of bacteria and protoctists with emphasis on prokaryotic metabolism and ecology. Basic techniques, including isolation, cultivation and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 210. Morgan.

222S Vertebrate Organization. Gross and micro-organization of vertebrate tissues considered from an analytical, functional, comparative and historical perspective. Mammalian organization emphasized. Three hours of class and three hours of laboratory. Prerequisite, 110. Miller.

225F General Biology: Genetics and Development. The basic principles of genetics and development in a variety of organisms. Consideration of the mechanisms of inheritance, differentiation and morphogenesis. Three hours of class and three hours of laboratory. Prerequisite, 210. Rhoads and Lehman.

228F Invertebrate Biology. An introduction to multicellular invertebrate animals, with emphasis on diversity, functional morphology, ecology and evolution. Three hours of class, three hours of laboratory and additional field work. Prerequisite, 110 or consent of instructor. Reynolds.

290F Paleontology. For full description, see Geology 290.

330F Principles of Neuroscience. For full description, see Psychology 330.

331S Vertebrate Physiology. Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal and endocrine systems. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 110 and junior standing or consent of instructor. Maximum enrollment, 20. Gapp.

333F Vertebrate Development. Vertebrate embryogenesis considered in the context of contemporary developmental biology. Laboratory emphasis on mammalian and avian developmental anatomy with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. Prerequisite, 110. Miller.

336S Cell Biology. A study of the structure and function of the major cellular organelles. Three hours of class and three hours of laboratory. Prerequisite, 225. Lehman.

337F Ecology. The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 110. Pfitsch and Williams.

340S Plant Physiology. The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 210. Pfitsch.

348S General and Molecular Genetics. An integrated study of the reactions of nucleic acids, focusing on their function as the genetic material. Discussion of application of genetics in medicine and agriculture by the biotechnology industry. Three hours of class and three hours of laboratory. Prerequisite, 225. Rhoads.

349F Transmission Electron Microscopy. The preparation of electron micrographs in the study of the cellular level of biological organization. Prerequisite, four laboratory courses in biology. Maximum enrollment, 6. Bart.

350S Scanning Electron Microscopy. Theory, practice and application of the scanning electron microscope to selected projects. One-half course credit. Prerequisite, two laboratory courses in science. Open to juniors and seniors only. Maximum enrollment, 6. Bart.

438S Biological Form. The analysis of form and function, from the cellular to organismal level, relating to biomechanics, ecology and evolution. Emphasis on dis-

cussion of recent literature, and on histological and experimental lab techniques. Three hours of class and three hours of laboratory. Prerequisite, 210, and 222 or 228, or consent of instructor. Reynolds.

441S Seminar in Evolutionary Biology. Study of natural selection, behavioral evolution, genetic variability, molecular evolution, speciation and macroevolution. Discussion of readings from the literature. (Writing-intensive.) Prerequisite, 225 or consent of instructor. Maximum enrollment, 12. Williams.

444F Vertebrate Endocrinology. An integrative approach to the endocrine systems that regulate growth, metabolism, electrolyte balance and reproduction; cellular and molecular aspects of hormone secretion and hormone action emphasized. Three hours of class and three hours of laboratory. Prerequisite, 331 or consent of instructor. Gapp.

446F Biochemistry. An advanced course in the chemistry of living systems. Chemical composition of life, with emphasis given to proteins, carbohydrates and lipids. Metabolic strategies and energy generation. Three hours of class and three hours of laboratory. Prerequisite, 225, and Chemistry 223-224. (Same as Biochemistry/Molecular Biology 446.) Morgan.

550F,S Senior Thesis I. An intensive library and laboratory or field research project carried out in association with a faculty member. Prerequisite, acceptance by the department of a written proposal submitted in the spring of the junior year. The Department.

551F,S Senior Thesis II. Completion and presentation of the senior research project. Includes written and oral presentation. One-half credit. Prerequisite, 550. The Department.

Chemistry

Faculty

Robin B. Kinnel, *Chair*
Karen S. Brewer
Priscilla Burrow
Timothy E. Elgren (F,S)
George A. Raiche
Ian J. Rosenstein

A concentration in chemistry may follow several tracks, depending on the goals of the student. The minimum requirements for the major include: 120 and 265 or 266; 190 and 255; 333 or 334; 371; one course chosen from among 393, 412, 423, 436, the other of 333 and 334, and Biology 446; and 551. Students who plan to attend graduate school in chemistry or a chemically related field and/or who are seeking certification from the American Chemical Society should also take the other of 333 and 334, the other of 265 or 266, plus at least one other advanced course; and 552, the second semester of the Senior Project. A chemistry major for the Class of 1998 includes: 111-112 or 141-142; 223-224; 333 or 334; 371; one course chosen from among 393, 412, 423, 436, the other of 333 and 334, and Biology 446; and 551. For the class of 1999, the requirements will include: 111-112 or 120 and 265 or 266; 223-224 or 190 and 255; 333 or 334; 371; one course chosen from among 393, 412, 423, 436, the other of 333 and 334, and Biology 446; and 551. Certain courses in mathematics and physics are prerequisites for Chemistry 333 and 334. Students are urged to take more than the minimum number of courses in mathematics. Additional courses in computer science and a foreign language are often helpful in graduate programs. Attention is called to the departmental seminar series, which all students are invited to attend and is part of 551-552. A minor in chemistry consists of five courses, which must include: 190 and 255 (or 223-224); and 333 or 334. The minimum requirement for preparation for medical school is: 120 and 265 or 266 (or 111-112 or 141-142); and 190 and 255 (or 223-224).

102S Our Chemical Environment. A qualitative consideration of the roles of chemistry in our surroundings and everyday lives, viewed in the context of current environmental concerns. Topics include ozone depletion, ground water contamination, acidic precipitation, global warming and energy transformations. For students who do not plan to concentrate in Chemistry. Maximum enrollment, 45. Raiche.

[105S] Miracles, Disasters and Everyday Chemistry. The ubiquitous influence of chemistry on our daily lives and on society. Introduction to chemical principles, with emphasis on the nature of scientific inquiry, the extraordinary chemistry of ordinary things and the impact of chemistry on legal, medical, environmental and public policy issues. For students who do not plan to concentrate in Chemistry. (Next offered 1997-98.)

[107F] Environment, Technology and Chemistry. Basic principles of chemistry with an emphasis on the practical aspects of chemistry. Industrial synthesis, management of waste, the polymer industry, nutrition and the chemistry of food, aspects of drug marketing from discovery to manufacture to testing, and exploration of nuclear power. For students who do not plan to concentrate in Chemistry. Three hours of class, plus some laboratory. (Next offered in 1997-98.) Maximum enrollment, 40.

114F Art, Science and the Photographic Image. Explorations of relationships among technology, aesthetics and interpretation of the photographic image, based on fundamentals of 35mm camera use, black and white film process, print development. Topics include color theory, optics, image manipulation and chemical reactivity. Lecture, demonstration, discussion, required darkroom labs and experiments with various photographic media and techniques. Those enrolled must provide their own 35mm camera with manual settings. (Same as Art 114.) Maximum enrollment, 18. Gant and Raiche.

120F Principles of Chemistry. Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics and molecular structure and bonding. Three hours of lecture and three hours of laboratory. Lecture offered in two sections with maximum enrollment, 50. Brewer, Burrow and Kinnel.

190S Organic Chemistry I. Structure and bonding of organic compounds and their acid-base properties; stereochemistry; introduction to reactions and reaction mechanisms of carbon compounds; relationship of reactivity and structure. Three hours of class and four hours of laboratory. Prerequisite, 120. Rosenstein.

223F-224S Organic Chemistry. Study of the reactions of carbon compounds from both a mechanistic and a synthetic point of view. Emphasis on predicting a compound's reactivity from its structure. Three hours of class and four hours of laboratory. Prerequisite 112 or 142. 224 may not be taken as a separate course. Rosenstein (Fall); Kinnel (Spring).

[227F] Atmospheric Chemistry. A survey of atmospheric chemical processes and of chemical principles that influence human and societal interaction with the atmosphere. Topics include interactions of light and matter, kinetics of complex reaction systems, gas-phase reaction dynamics, instrumental techniques and strategies, and consequences of human activities. (Writing-intensive.) Prerequisite, 120 or consent of instructor. Offered alternate years.

[255F] Organic Chemistry II. Chemistry of aromatic compounds, alkadienes and alkynes; reactions of carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory. Prerequisite, 190 or 223, or consent of instructor. (Next offered 1997-98.)

[265S] Inorganic Chemistry and Materials. Topics in inorganic chemistry, including atomic structure and periodicity of the elements, bonding and properties of solid state materials, coordination chemistry, electrochemistry and inorganic polymers. Laboratories emphasize synthesis and characterization of inorganic systems and measurement of properties of inorganic materials with investigation of their applications. Three hours of lecture, three hours of lab. Prerequisite, 120. (Next offered 1997-98.)

266S Chemical Analysis: Theory and Methods. A study of the fundamental concepts and principles of chemistry as they apply to quantitative analysis. Topics include the in-depth study of chemical equilibrium, electrochemical methods and chemical separations. Laboratory emphasizes the uncertainty analysis and practical applications of analytical chemistry. Three hours of lecture, three hours of lab. Prerequisite, 120. Brewer.

333F Classical Physical Chemistry. A model-building approach, based on classical physics, to the fundamentals of chemical behavior. The development of thermodynamics, reaction kinetics and collision theory, and their applications to molecular structure and reaction dynamics. Three hours of class plus laboratory. Prerequisite, 223 or 190, Mathematics 114, Physics 102 or 192, or consent of instructor. (Same as Biochemistry/Molecular Biology 333.) Raiche.

334S Quantum Chemistry. The development of elementary quantum mechanical theory, its application to atomic and molecular structure, and its consequences for reacting systems. Applications include spectroscopy, statistical thermodynamics, and reaction kinetics and dynamics. Three hours of class plus laboratory. Prerequisites, 223 or 190, Mathematics 114, Physics 102 or 192, or consent of instructor. Raiche.

371S Introduction to Research. Development of laboratory skills in several areas of chemistry through a number of intensive laboratory projects, with an emphasis on using instrumental techniques. Exploration of synthesis, both inorganic and organic,

including handling air- and water-sensitive materials, and introduction to the chemical literature. Application of kinetic and thermodynamic techniques. Six hours of laboratory and one hour of class. Prerequisite, 224, 265 or 266. Maximum enrollment, 16. The Department.

393F Advanced Organic Chemistry I. Investigation of techniques of structure proof, with an emphasis on NMR methods and mass spectrometry; further work in organic synthesis, with examples taken from natural products chemistry. Prerequisite, 224 or 255. Kinnel.

412S Advanced Organic Chemistry II. Study of the techniques and theoretical framework used to investigate reaction mechanisms. Topics include thermochemistry, kinetics, linear free energy relationships and molecular orbital theory and symmetry. Prerequisite, 224 or 255, and 333. Offered in alternate years. Rosenstein.

423F Advanced Inorganic Chemistry. Introduction to the chemical applications of group theory, including molecular structure and spectroscopy. Study of inorganic and organometallic synthesis and reaction mechanisms through readings in the primary literature. Prerequisite, 333. Brewer.

[436S] Biophysical Chemistry. A study of physical chemical forces and interactions that determine structures, functions and behavior of proteins and other macromolecules. Discussion of spectroscopic and other physical techniques employed in studying macromolecular structures and properties. Prerequisite, 333 or consent of instructor. (Same as Biochemistry/Molecular Biology 436.) (Next offered 1997-98.) Maximum enrollment, 20.

551F-552S Senior Project. An intensive laboratory or library research project culminating in a thesis. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. Prerequisite, 352 or 371. The Department.

Classics

Faculty

Shelley P. Haley, *Chair*
Jessica S. Dietrich
Barbara K. Gold
Carl A. Rubino

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in Classical Studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in Classics may take one of two directions.

A concentration in *Classical Languages* emphasizes work in Latin and Greek as keys to understanding the ancient world. It requires a minimum of four courses, at least two of which must be beyond the 200 level, in one of the two languages, and a minimum of three courses, at least one of which must be at or beyond the 200 level, in the other. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) A minimum of two courses in Classical Studies and Greek or Latin 550, the Senior Program, are also required. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in *Classical Studies* offers a study of ancient Greece and Rome with less emphasis on the languages. It requires a minimum of six courses in Classical Studies, at least four of which must be beyond the 100 level and one beyond the 200 level, as well as at least one course beyond the 200 level in either Latin or Greek, and Classical Studies 550, the Senior Program.

Hamilton College is a member of the Intercollegiate Center for Classical Studies in Rome (Centro) and of the American School of Classical Studies in Athens, and many Hamilton students have also attended the College Year in Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in one of these programs in Greece or Rome or in another suitable program abroad. For further information, consult with the department.

Students who have earned a B+ (88) average in the concentration may receive honors by doing distinguished work in the Senior Program. A description of the program may be obtained from any member of the Classics faculty or by inquiring at the departmental office, Couper 104.

A minor in *Classical Languages* requires at least two courses beyond the 200 level in Latin or Greek, as well as two courses in Classical Studies, one of which must be beyond the 100 level. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in *Classical Studies* requires a minimum of five Classical Studies courses three of which must be at or beyond the 200 level, with at least one at the 300 level.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms, syntax and vocabulary, along with discussion of Greek culture. Written and oral exercises. Elementary readings in the original language from classical authors and the New Testament. Meets four times a week. Dietrich.

120S Elementary Greek. Further study of grammar, syntax and vocabulary, along with discussion of Greek culture. Substantial translation of original selections from classical authors and the New Testament. Prerequisite, 110 or equivalent. Dietrich.

210F Greek Prose and Poetry. Selections from classical authors (such as Herodotus, Plato, Xenophon, Lucian and Homer) and the New Testament. Systematic review of grammar. Prerequisite, 120 or equivalent. Not open to students who have taken 220. Haley.

[220F] New Testament and Hellenistic Greek. Readings from the New Testament and other Hellenistic texts in the original Greek. Discussion of cultural background and exegetical method. Prerequisite, 120 or equivalent. Not open to students who have taken 210. (Same as Religious Studies 220.)

340S Homer. Reading in the *Iliad* or *Odyssey.* Introduction to Homer's literary art. Political, social and intellectual background of archaic Greece. Prerequisite, 210, 220 or equivalent. (Offered every third year.). Dietrich.

[350S] Greek Historians. Selections from Herodotus, *The Persian War*, and Thucydides, *The Peloponnesian War.* Introduction to the origins and development of Greek historical writing. Study of major themes, historiographical principles and styles. Prerequisite, 210, 220 or equivalent. (Offered every third year.)

[360S] Greek Drama. Selected plays read in Greek and in translation. Studies of the origins of Greek drama, both tragedy and comedy. Problems of staging, structure and themes. Prerequisite, 210, 220 or equivalent. (Offered every third year; next offered 1998-99.)

390F Greek Reading. Readings in various genres. For fall 1996: Oratory. Prerequisite, 210, 220 or equivalent. Haley.

550S Senior Program. Topics to be arranged. Open to senior concentrators and others by consent of instructor. Rubino.

Latin

110F Elementary Latin. Thorough grounding in grammatical forms, syntax and vocabulary, along with discussion of Roman culture. Written and oral exercises. Elementary readings in the original language. Meets four times a week. Gold.

120S Elementary Latin. Further study of grammar, syntax and vocabulary. Substantial translation from Roman authors. Prerequisite, 110 or equivalent. Rubino.

210F Latin Prose and Poetry. An introduction to Latin prose and poetry, with readings from the works of major Roman authors such as Cicero, Caesar, Sallust, Plautus, Catullus, Vergil and Ovid. Special attention to grammar review and to translation from Latin to English. Prerequisite, 120 or equivalent. Haley.

340S Vergil. Readings from the *Aeneid, Eclogues* and *Georgics.* Emphasis on Vergil's poetic art in its social and cultural context. Prerequisite, 210 or equivalent. (Offered every third year.) Rubino.

[350S] Roman Historians. Caesar, Sallust, Livy or Tacitus. Emphasis on historical outlook and literary merit. Study of the historians' use of sources, narrative techniques, style and reliability. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1997-98.)

[360S] Lyric and Elegy. Readings from Catullus, Horace, Tibullus, Propertius and Ovid. Emphasis on love poetry and its place in Augustan Rome. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1998-99.)

390F Latin Reading. Readings in various genres. For fall 1996: Letters. Prerequisite, 210 or equivalent. Haley.

550S Senior Program. Topics to be arranged. Open to senior concentrators and others by consent of instructor. Rubino.

Classical Studies

110F The Civilization of Greece and the Near East. An introduction to the legacy of the ancient Mediterranean world through the study of its history and literature, with some attention paid to philosophy as well. Stress on basic skills in the study of history. (Same as History 110.) Maximum enrollment, 40. Haley.

[120F] Roman Civilization. An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history. (Same as History 120.) Maximum enrollment, 40.

201F History of Ancient Western Philosophy. For full description, see Philosophy 201.

[224S] Women's Religious Experience in the Greco-Roman World. For full description, see Religious Studies 224.

230S The Romans of Film. Critical examination of films such as *Spartacus, Julius Caesar, The Gospel According to St. Matthew, The Last Temptation of Christ, Ben Hur, I Claudius* and *Fellini Satyricon*. Readings from ancient sources, including Tacitus' *Annals* and Suetonius' *Lives of the Twelve Caesars*, as well as from selected modern sources. Maximum enrollment, 75. Rubino.

240F Classical Mythology. An introduction to ancient mythology through readings in translation from *Gilgamesh*, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. Open to first- and second-year students only. (Same as Religious Studies 240.) Maximum enrollment, 75. Dietrich.

[250S] Heroism Ancient and Modern. Readings from such ancient and modern works as Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, Voltaire's *Candide* and Stendhal's *Scarlet and Black*; and study of such film versions of heroic myth as *Shane, The Maltese Falcon* and *Blade Runner*. (Same as Comparative Literature 250.) Maximum enrollment, 75.

[260S] Ethics and Politics in Ancient Greece and Rome. A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust and Tacitus. (Same as Government 260 and Philosophy 260.) Maximum enrollment, 40.

[261S] Classical Art History. For full description, see Art 261.

[280S] Ancient Comedy. Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apulieus, mime. Small group discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. Public performance of a play by Plautus (in English translation) by all members of the class, who will be actors, producers, directors, costumers and stagehands. Maximum enrollment, 40.

340S Women in Antiquity. An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature and art. Covers the period from early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) Prerequisite, one course in Classical Studies or Women's Studies. (Same as Women's Studies 340.) Maximum enrollment, 20. Dietrich.

[374F] Ancient Egypt. A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubra, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development.

(Writing-intensive.) Prerequisite, 110 or 240, or Africana Studies 101, or History 110. (Same as Africana Studies 374.) Maximum enrollment, 20.

[402F] Seminar in Ancient Art. For full description, see Art 402.

550S Senior Program. Topics to be arranged. Open to senior concentrators and others by consent of instructor. Rubino.

College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program. Instructors are normally regular members of the faculty. The courses are worth one course credit and count toward graduation requirements, although it should not be assumed that a particular course will be a part of the continuing college curriculum.

College 100F The Unity of Knowledge. For entering students with an abiding interest in the intellectual life, who will join faculty members in discussing material from the arts, the historical and social sciences, the humanities, and mathematics and the natural sciences, giving attention to the ways in which those "divisions of learning" might be connected. Questions of cultural diversity and ethics also considered. (Writing-intensive.) Open to first-year students only. Maximum enrollment in each section, 20. Doran, J. O'Neill, Rubino and Urciuoli.

College 120F Hiroshima and After: The First 50 Years of the Atom Bomb. An interdisciplinary examination of the impact of nuclear weapons on American society, culture and politics from 1945 to 1995. Topics include the physics of nuclear weaponry, scientific responsibility, ethical considerations regarding the development and use of the bomb, gender and the bomb, the apocalyptic imagination in popular culture and the rise of the national security state. Lectures, discussions, speakers and films. One section concentrates more than the others on the nuclear physics of the bomb and nuclear reactors (peacetime use). Students in this section (taught by Professor Ring) should be comfortable with the use of algebra and trigonometry. (Writing-intensive.) Maximum enrollment in each section, 20. Open to first-year students only. Gold, P. Rabinowitz, Ring and Werner.

College 300S The Art of the Cinema. Classic foreign and American films from the silent days to the present for viewing and analysis. Discussion of historical, aesthetic and theoretical questions. Primary focus on how films communicate visually. Three hours of class and screenings of two films a week. Open to juniors and seniors only. Maximum enrollment, 40. Briggs.

[College 322S] Cultural Simulation Seminar. Construction of a "working model" of a mission to establish a "settlement" in Near Space, documenting the process, then producing finished documentation and a major summary paper for dissemination. Solving of both technical and social problems. Prerequisite, consent of instructor. Maximum enrollment, 12.

Communication Studies

Faculty Program Committee
Richard F. Somer, *Chair (Rhetoric and Communication)*
Susan A. Mason *(Rhetoric and Communication)*
Susan Ross *(Rhetoric and Communication)*
Bonnie Urciuoli *(Anthropology)*

The Communication Studies Program offers grounding in the fundamentals of communication processes and language structure. Besides the comprehensive study of communication, students may pursue specific areas of inquiry such as interpersonal, small group, mediated and public communication, and language and culture.

A concentration in Communication Studies consists of eight courses and a Senior Project. The required courses are Anthropology 125 or Rhetoric and Communication 101, Anthropology 270, Rhetoric and Communication 300, and five other courses, two at or above the 300 level. Rhetoric and Communication 100 does not count toward the concentration or the minor. Students must have completed the required courses prior to beginning the Senior Project. The Senior Project consists of one semester of applied research or ethnographic work culminating in a thesis, a paper or presentation, or a production. Honors will be awarded on the basis of a 90 average in program courses and a superior Senior Project. A minor in Communication Studies consists of five courses, including Anthropology 125 or Rhetoric and Communication 101, and Rhetoric and Communication 300.

Students interested in Communication Studies should consult a member of the program committee listed above.

Courses for the concentration or the minor may be chosen from among the following. For complete information about each, including prerequisites, enrollment limits, and when a course is offered, consult the full descriptions under the appropriate departments and programs.

501F,S Senior Project. A project limited to senior concentrators in Communication Studies, resulting in a thesis, a paper or presentation, or a production. The Department.

Anthropology

125 Language and Culture
201 Linguistic Theory: An Introduction
225 Phonetics and Phonology: The Analysis of Sound
255 American Discourses
258 Nonverbal Communication and Social Interaction
270 The Ethnography of Communication
315 Writing Culture

Computer Science

246 Artificial Intelligence

English

322 The Making of English

Philosophy

495 Seminar in Philosophy of Language: Words and Objects

Rhetoric and Communication

101 Foundations of Oral Communication
110 Public Speaking
192 Understanding Mass Media
220 Persuasive Communication
230 Leadership and Group Communication

240 **The Oral Tradition: From Tales to Texts**
260 **Communication in the Global Village**
292 **Media Form and Content**
300 **Communication Theory**
333 **Principles of Instructional Communication**
341 **Organizational Communication**
375 **Seminar: Communication, Language and Gender**
392 **Questioning the Media: Criticism of Radio and Television Content**
394 **Communication Dynamics of Political Campaigns**

Comparative Literature

Faculty

Peter J. Rabinowitz, *Chair*
Nancy Sorkin Rabinowitz
Carol Schreier Rupprecht
Victoria V. Vernon

A concentration in Comparative Literature consists of nine courses, including five designated as Comparative Literature, two in a national literature in the original language (e.g., American, Russian, Greek), and two in either a second national literature in the original language or in linguistics selected in consultation with a departmental adviser. Students pursuing the linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available in Root 106. Only one 100-level course may be counted toward the concentration. A student may count selected courses from other departments toward the concentration, subject to the restriction on 100-level courses. Please consult the departmental faculty. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in Comparative Literature will be awarded on the basis of a cumulative record of 90 or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212 or 297; two other courses designated as Comparative Literature; and two other courses in Comparative, English, or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

141F Studies in Short Fiction. A comparative study of the uses of short fiction, including satire, tale, prose poem, short story and novella. Readings include works by Akutagawa, Baudelaire, Borges, García Márquez, Poe, Swift, Tanizaki and Voltaire. (Writing-intensive.) Maximum enrollment, 20. Vernon.

142S Twentieth-Century Fiction. Organized chronologically for the most part, and involving such issues as sexuality, colonialism and racism. Readings drawn from high art, not popular culture, including such authors as James, Kafka, Puig, Woolf, Duras and Valenzuela. (Writing-intensive.) Maximum enrollment, 20. N. Rabinowitz.

151S Dreams and Literature. Exploration of literary texts presented as dreams (e.g., Chaucer's *Book of the Duchess*) and of the representation of dreams within literary texts (e.g., Bao-Yu's dream in *Dream of the Red Chamber* or *The Story of the Stone*). Attention paid to the way meaning is constructed, or complicated, when reality, fiction and dream intersect, as well as to the cultural, legal, political, religious and social contexts in which dream and literary interpretation occur. Accompanying readings in dream theory from ancient times to the present. Maximum enrollment, 40. Rupprecht.

152F Literature and Ethics. Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist and Marxist criticism, and the problems raised by censorship and pornography. Selected novels and plays by such writers as Ibsen, Dostoevsky, Tolstoy, Hemingway, Wright, Fleming, Spillane, Piercy and others. (Writing-intensive.) Maximum enrollment, 20. P. Rabinowitz.

[158] Music and Literature. Explorations of the interconnections between music and literature, including examination of hybrid works that cross the boundaries between the two arts (such as fiction about music and musical settings of literary

texts) and study of the overlap between musical and literary structures. Emphasis on music of the Western classical tradition. Works include operas, symphonic poems, songs, literary works and criticism by such composers and writers as Mozart, Tchaikovsky, Strauss, Berg, Tolstoy, Wilde, Cain, Proust, Cather, Burgess, Clément and McClary. (Offered in alternate years.) Maximum enrollment, 40.

[162] Comic Fiction. Development of comic prose forms since the eighteenth century. Includes works from Swift and Voltaire to Vonnegut and Robbins, as well as examination of critical materials on humor and comedy. Serves as an introduction to the study of literature through a genre. (Writing-intensive.) Maximum enrollment, 20.

[201F] Topics in Medieval and Renaissance Studies. For full description, see Medieval and Renaissance Studies 201.

211F Introduction to World Literature I. Comparative study of representative texts in world literature from ancient times to the seventeenth century. Selections from sacred texts, the Bible and the Koran; verse narratives, the Sumerian *Inanna*, Vergil's *Aeneid* and Dante's *Divine Comedy*; prose narratives, Afro-Arab *Romance of Antar* and Greek romance; essays by Pico, Montaigne; ancient, medieval and Renaissance lyric poetry; dream texts, Shakespeare's *A Midsummer Night's Dream*, Calderon de la Barca's *Life is a Dream*, Cao Xueqin's *The Dream of the Red Chamber (Story of the Stone)*. (Writing-intensive.) Maximum enrollment, 20. Rupprecht.

212S Introduction to World Literature II. Study of representative texts in world literature, beginning with the eighteenth century and including essays, poetry, novels and short fiction by such authors as Akutagawa, Borges, Camus, Chen, Dostoevsky, Flaubert, Habiby, Kafka, Kanai, Mann, Pirandello, Swift and Voltaire. (Writing-intensive.) May be taken without 211. Maximum enrollment, 20. Vernon.

[216] Modern Japanese Literature. Study of modern poetry and fiction with special attention to their relationship to the Japanese literary tradition. Readings include works by Soseki, Yosano, Kawabata, Tanizaki, Enchi, Ebuse, Mishima and Kaiko. Maximum enrollment, 40.

[224] Modern Japanese and Chinese Women Writers. Comparative study of poetry and fiction by twentieth-century women writers in Japan and China. Special focus on differences in the way the woman writer defines the role of women in Japan and China, using Hong Kingston as a cultural bridge. Readings include works by Chen, Chiang, Enchi, Hayashi and Kurahashi, as well as poetry by such early feminist poets as Yosano and Ch'iu Chin. (Writing-intensive.) (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature. For full description, see Russian Studies 225.

[226S] Revolution, Revelation and Revenge: Twentieth-Century Russian Art and Literature. For full description, see Russian Studies 226.

255S Introduction to African-American Literature. For full description, see English 255.

[235F] Fictions of the Self. For full description, see French 235.

240F Revolution, Protest and Resistance in Modern France. For full description, see French 240.

[244] Tragedy. The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello and O'Neill. Selected readings in the theory of tragedy. (Writing-intensive.) Maximum enrollment, 20.

245S Theatre as Social Critique: Modern and Postmodern Performance. A sustained questioning of the relationship of western dramatic forms to their historical and cultural contexts, with a focus on the connection of plays to issues of the present,

including rape and marital violence, the repression of McCarthyism, apartheid and death from AIDS. Readings drawn from dramatic and theoretical works. Oral projects and written work required. Authors to include Chekhov, Ibsen, Brecht, Beckett, Finley, Churchill, Kennedy, Fornes. Prerequisites, one course in Comparative Literature or Theatre, or consent of instructor. (Same as Theatre 245.) Bellini-Sharp and N. Rabinowitz.

[250S] Heroism Ancient and Modern. For full description, see Classical Studies 250.

[251] Women Writers of the Middle Ages and the Renaissance. Intensive study of selected women writers of the medieval and early modern periods in Europe: Hildegard of Bingen, Christine de Pizan, Louise Labé and Gaspara Stampa. Special additional consideration of Italian authors Veronica Franco, Veronica Gambara and Vittoria Colonna. Emphasis on literary texts (prose, poetry, drama) but mystical, philosophical and political writings also included. Attention paid to historical and cultural contexts of women's lives. (Writing-intensive.) (Same as Women's Studies 251.) Maximum enrollment, 20.

255S Introduction to African-American Literature. For full description, see English 255.

257F Eros and Massacre: Japanese Literature and Film. A study of the themes of love and death, and the love of death and the eroticization of violence, in Japanese literature and films. Films by such directors as Kurosawa and Itami and literature by writers from Chikamatsu to Mishima and beyond considered within the framework of recent film and culture criticism. Maximum enrollment, 40. Vernon.

258S Opera. Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *Don Giovanni*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature, or two in music, or one in each field, or consent of instructors. (Same as Music 258.) Hamessley and P. Rabinowitz.

[260F] Survey of Caribbean and Latin American Literature in Translation. For full description, see Africana Studies 260.

[265] Reason and its Discontents: Eighteenth-Century European Literature. A comparative study of an exuberant and argumentative period, with special attention to the rise of the individual, intensified relations between writers and their readers, and conflicting theories of human nature, including rational, cynical, libertine and sentimental. Readings from philosophy, poetry, satirical journals and novels by authors such as Pope, Voltaire, Locke, Diderot, Goethe, Rousseau, Radcliffe, Radischev and Wollstonecraft. Maximum enrollment, 40. (Offered every third year; next offered 1997-98.)

271F European Literature: Nineteenth-Century Novel. An intensive questioning of the European novel in the nineteenth century, with particular attention to literary movements, social concerns and developing notions of class and gender. Readings from Austen, Stendhal, Sand, Flaubert, Eliot and Dostoevsky. N. Rabinowitz.

[277F] The Making of Caribbean Literature: From Imitation to Celebration. For full description, see English 277.

297S Introduction to Literary Theory. Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the cultural and historical contexts in which they are written and read. Readings include drama, poetry, fiction and theoretical essays, with special attention to New Criticism, structuralism, audience-oriented criticism, Marxism and feminism. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as English 297.) P. Rabinowitz.

[303] The Fiction of the Future. An examination of social, literary and critical texts attempting to construct models of the future and to question the possibility and/or potentialities of such models. Readings include science fiction, postmodern

and postapocalyptic works by such authors as Abe, Calvino, Grass and Le Guin. Emphasis on changing interpretive and constructional literary strategies that seek to refigure the human consciousness of the cosmos. (Writing-intensive.) Prerequisite, two courses in literature. (Offered in alternate years.) Maximum enrollment, 20.

[305S] Philosophy and Literature. For full description, see Philosophy 305.

337S Literature and Imperialism. An examination of the impact of the Euro-American imperial "adventure" as represented in nineteenth- and twentieth-century literature. Readings to include works by Thackeray, Flaubert, Twain, Vargas Llosa, LeGuin, travel writers and critical theorists. Prerequisite, one 200-level course in literature. Not open to students who have taken Comparative Literature 223 or English 338. (Same as English 337.) (Offered in alternate years.) Maximum enrollment, 40. Vernon and P. O'Neill.

[338S] Heroes and Bandits in Chinese History and Fiction. For full description, see History 338.

[340] Topics in Genre Studies: Detective Story, Tradition and Experiment. Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, two courses in literature. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

[342F] Latin American Women Writers. For full description, see Spanish 342.

371S Dante: *The Divine Comedy*. Reading of the *Inferno, Purgatorio* and *Paradiso* in the context of classical and Biblical influences and Dante's own early poetry and prose. Special attention to Vergil's *Aeneid*. Supplementary readings in medieval commentaries and twentieth-century Dante criticism as well as texts such as Imamu Amiri Baraka's *The System of Dante's Hell*. Prerequisite, two courses in literature. Rupprecht.

376S Studies in Africana Literature and Aesthetics. For full description, see English 376.

[378F] Studies in Contemporary African Literature. For full description, see English 378.

[380F] Realms of Fiction. For full description, see English 380.

[390] Topics in Feminist Critical Theory. A study of conflicting theories of the relation of women to language, dealing with such questions as women's silence (real or ascribed), the importance of the sex of the author, and the relation of the reader to the text. Particular emphasis on French/American critical debate on the status of "woman." Readings from such writers as Cixous, G. Eliot, Euripides, Fetterley, Irigaray, Kolodny, Lacan, Wolf and Woolf. Prerequisite, two courses in literature or consent of instructor. (Same as Women's Studies 390.) Maximum enrollment, 40.

391F Practical Feminist Criticism: Across Gender/Sex/Race. Practical criticism of the novel, focusing on the impact of sexuality, gender and race as writer and reader construct the text. Emphasis on social construction in the historical formation of sexuality as it intersects with gender and race. Topics for discussion may include cross dressing, gender crossing and identity politics. Particular attention paid to the question of the extent to which a text may be said to exhibit a sexuality. Texts by such authors as Moraga, Lorde, Forster, Cather, Baldwin and Bartlett. Prerequisite, two courses in literature or consent of instructor. (Same as Women's Studies 391.) N. Rabinowitz.

460F Seminar: Narratives of Race. For full description, see Africana Studies 460 or English 460.

474S Seminar: Contemporary African-American Literature. For full description, see English 474.

475F Shakespeare Around the Globe: Traditions and Experiments. Comparative approach to the study of Shakespeare. Readings in comedy, tragedy, history and romance. Attention paid to Greek, Latin, Italian and English sources, as well as to the history and culture of early Modern Europe and to contemporary critical perspectives. Special sessions on Shakespeare in Japan and on translations and adaptations of Shakespeare worldwide. Some work with performance theory and practice. Prerequisite, two courses in literature. (Same as English 475.) Maximum enrollment, 40. Rupprecht.

497S Seminar: Criticism. For full description, see English 497.

500F Senior Seminar: Storytellers, Shamans and Silicon Chips. Theory and praxis of the arts of narration and simulation with readings from such critics as Jameson, LeGuin and Baudrillard and the exploration of literary texts examined in the context of the consequences and implications of initial narrative choices. Maximum enrollment, 12. Vernon.

550S Senior Project. A project resulting in a thesis and supervised by a member of the department. Required of candidates for departmental honors. The Department.

Computer Science

Faculty

Stuart H. Hirshfield, *Chair*
Richard W. Decker

Special Appointment
Anita Bhat

A concentration in Computer Science consists of the required courses 140, 241, 242, 343, 346, 348 and 447, Physics 180 or 230 and Mathematics 113 or 114 and 123. Concentrators fulfill the Senior Program requirement by taking 447. It should be taken in the fall, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Students may earn departmental honors through distinguished achievement in courses counting toward the concentration and in 500. A minor in Computer Science consists of 140, 241, 242, one course from among 343, 346 and 348, and Mathematics 123.

140F,S Introduction to Computer Science. An introduction to computer science providing a broad survey of the discipline while emphasizing the computer's role as a tool for describing, organizing and manipulating information. Serves as a terminal course for students who want a one-course introduction to the field, as well as a preliminary course to upper-level computer science offerings. Maximum enrollment in each section, 30. Bhat.

149S Applications, Implications and Issues. A topics course intended for nonmajors. Content, differing from year to year, typically chosen from current trends and events in the world of computing and technology. Depending upon topic, may include significant laboratory component. May be taken more than once with permission of instructor. The Department.

241F,S Computer Science I. An overview of the fundamental concepts of computer science, using the vehicle of a modern high-level programming language. Topics include an introduction to object oriented programming, program specification and verification and design methodology. Prerequisite, consent of instructor. Maximum enrollment, 30. The Department.

242F,S Computer Science II. An introduction to the common data structures and algorithms using those structures. Topics include analysis of algorithms and abstract data types, including lists, stacks, queues, trees, graphs and sets. Prerequisite, 241 and Mathematics 123 (may be taken concurrently), or placement by the department. The Department.

246S Artificial Intelligence. An interdisciplinary study of the relationships between digital computers and human intelligence. Topics include formal definitions of computation; knowledge representation schemes; AI programming languages; computer models for problem solving, game playing, theorem proving, pattern recognition and vision, and natural language processing; philosophical and sociological perspectives. Prerequisite, 140 or consent of instructor. (Same as Psychology 246.) Hirshfield.

249F Topics in Computer Science I. Study of an area in computer science. Content, differing from year to year, typically chosen from computer organization, neural networks and programming languages. May be taken more than once with consent of instructor. Prerequisite, 242. The Department.

343F Algorithms. Further study of abstract algorithms and their design, analysis and implementation. Includes design paradigms, time-space tradeoffs, mathematical techniques for analysis and complexity hierarchies. Prerequisite, 242. Decker.

346S Virtual Machines. A study of the principles that govern the design and implementation of computer languages and systems software. Topics include low-level

languages, loaders and linkers, macro processors, programming languages, compilers and operating systems. Prerequisite, 242. Hirshfield.

348F Real Machines. Study of the organization, structure and implementation of computer hardware. Topics include logic circuitry, machine organization, CPU design, memory, external storage and operating systems. Prerequisite, 242 and Physics 180 or 230. The Department.

349S Topics in Computer Science II. An intensive study of an advanced area in computer science. Content, differing from year to year, typically chosen from parallel computing, system programming and computer graphics. May be taken more than once with consent of instructor. Prerequisite, 242 and 343. The Department.

447F Senior Seminar in Computer Science. Practicum in which teams of students provide computer expertise and support for faculty research projects. Topics include software engineering analysis, design, coding, testing, maintenance and documentation. Open to senior concentrators only. The Department.

500S Honors Program. A project approved by the department and resulting in a paper and an oral presentation. Open to qualified senior concentrators. Prerequisite, permission of the department. The Department.

Critical Languages

Faculty
Mary Beth Barth, *Program Director*

In the self-instructional Critical Languages Program, students meet three times a week in small groups with a native speaker (usually a Hamilton student) of the target language. The native speaker is not a "teacher" in the usual sense, and students, therefore, are expected to exercise the self-discipline required of independent work. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written and recorded materials. Course grades are determined by mid-term and final evaluations, given by external examiners. Languages offered each year are determined by student interest, suitable materials, the availability of qualified native speakers and examiners, and curricular needs. In most cases, languages are offered for a two-year sequence.

115F-116S	**First Year Arabic**
215F-216S	**Second Year Arabic**
110F-120S	**First Year Italian**
130F-140S	**Second Year Italian**
121F-122S	**First Year Swahili**
221F-222S	**Second Year Swahili**
123F-124S	**First Year Swedish**
223F-224S	**Second Year Swedish**

East Asian Languages and Literature

Faculty

De Bao Xu, *Acting Program Director*
Yea-Fen Chen
Hong Gang Jin (F)

Special Appointments

Yi-Chun Hsieh
Ryoko Ueno

The East Asian Languages and Literature Program offers courses in both the Chinese and Japanese languages, literatures and cultures, building from the introductory to the advanced level. The program focuses on language acquisition and proficiency, and introduces students to aspects of the contemporary culture of both countries, especially as they are expressed through language. The study of the Chinese or Japanese language also provides an important complement to the Asian Studies Program, and students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language studies with courses offered within Asian Studies.

Instruction in Japanese is offered in conjunction with Colgate University. In 1996-97, first- and second-year study of the language will take place on the Hamilton campus. Study at higher levels will take place on the Colgate campus (transportation provided).

Students of Chinese are strongly encouraged to participate in the Associate Colleges in China program (ACC), a study abroad program administered by Hamilton College in conjunction with Oberlin and Williams colleges. The program emphasizes studying Chinese language through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics, religion, art, folklore and literature. Prerequisite: two semesters of Chinese and a course on history, culture or politics of China, and permission of the ACC director.

The program is open to sophomores, juniors and first-semester seniors. It is in principle a 6-month program (summer and fall); however, application may be made for either the summer or fall session.

Students of Japanese at Hamilton are eligible for Colgate's Japan Study Group, which goes to Kyoto, Japan, every spring term. The study group provides student residence with Japanese families, intensive language training, and instruction by Japanese and Western experts and people of practical experience in Japanese politics, economics, business, religion, art and literature. Field trips to historically important sites in and around Kyoto and Tokyo, as well as a month-long stay outside the Kyoto area, are regular parts of the program. Emphasis in all phases of the study group is on acquiring experience and knowledge of Japanese culture. Prerequisite, three terms of Japanese and a course on the history, politics or culture of Japan, and permission of the study group director.

Students interested in beginning or continuing the study of Chinese or Japanese should consult with Professor De Bao Xu.

Chinese

110F First Term Chinese. An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Four hours of class, with additional tutorial and laboratory work. Xu.

120S Second Term Chinese. Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 110. Jin.

130F Third Term Chinese. Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 120 or consent of instructor. Xu.

140S Fourth Term Chinese. Continuation of third term Chinese. Development of spoken and written skills as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional laboratory work. Prerequisite, 130 or consent of instructor. Xu.

150S Introduction to Chinese Culture, Society and Language. A survey of both traditional and modern Chinese cultural values through the examination of geographical conditions, historical background, literary and artistic expressions, popular customs and language. Taught in English. Maximum enrollment, 40. Xu.

200F Advanced Chinese I. Designed for students who wish to use the Chinese language beyond the everyday conversation level. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Taught primarily in Chinese. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 140 or consent of instructor. Xu.

[202F] Chinese Films and Society. A study of modern Chinese society through examination of films from 1930 to the present. Major themes include the role of family and kinship, the status of intellectuals, the dynamics of the Chinese urban-rural relationship, issues concerning women and children, problems of daily life and other aspects of Chinese culture. Taught in English. (Next offered 1997-98.)

220S Contemporary China. A study of present day Chinese society dealing with issues of economic reform, single child generation, marriage, family and western influence. Discussion, written and oral work. Taught in Chinese. Prerequisite, 200 or consent of instructor. Jin.

[300F] Readings in Modern Chinese Literature. Study and analysis of selected modern works from 1949 to the present within the sociopolitical and intellectual context. Discussion, written and oral work. Taught in Chinese. Prerequisite, 220 or consent of instructor.

320S Chinese Press and Television. Study and analysis of selected multimedia materials from the Chinese press and television broadcasting dealing with social conflicts between traditional Chinese values and western influence, the old socialist system and new privitization, natural earthy life and modern technology. Oral presentation required, written and oral work. Taught in Chinese. Prerequisite, 300 or consent of instructor. Jin.

400F Introduction to Classical Chinese. Study and analysis of selected readings from Confucian and Taoist classics and other literary, philosophical and historical texts. Attention given to linguistic analysis and intellectual patterns and to problems of translation. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Xu.

420S Selected Readings in China's Post-Cultural Revolution Literature. Study and analysis of selected literary and cultural works from various schools of post-Cultural Revolution writers, including poetry, prose, short stories and novels from 1978 to the present. Lectures, discussions and written reports. Taught in Chinese. Prerequisite, any 400-level course in Chinese or consent of instructor. Jin.

550S Honors Project. Independent study programs consisting of the separate preparation and oral defense of a paper, for students who qualify as candidates for program honors. Only students having an average of at least 88 in courses counting toward the foreign languages concentration at the end of the first semester of the senior year may qualify. The Program.

Japanese

121F–122S Elementary Japanese. Introduction to basic structures and vocabulary. Emphasis on oral communication, with practice in reading and writing, using the two syllabaries (*hiragana* and *katakana*) and about 100 Chinese characters. Credit given for completion of one term. Maximum enrollment, 15. Ueno.

201F–202S Intermediate Japanese. Completion of presentation of the basic structures of the language. Continued emphasis on oral communication, with practice in 122 or consent of instructor. Ueno.

301F–302S Advanced Japanese. Increasing emphasis on written Japanese, with acquisition of an additional 500 Chinese characters. In the second term of the sequence, guided practice given in reading unedited modern texts. Prerequisite, 202 or consent of the department. Taught at Colgate University.

401F–402S Readings in Japanese. Reading in literary and non-literary modern texts and mastery of the remaining Chinese characters on the *joyo kanji* list of 1,945 characters. Prerequisite, 302 or consent of the department. Taught at Colgate University.

Economics

Faculty

Elizabeth J. Jensen, *Chair*
Erol M. Balkan (S)
James Bradfield
Christophre Georges
Paul A. Hagstrom
Arvind Jaggi
Derek C. Jones (F,S)
Hilke A. Kayser
Adam Lutzker
Jeffrey L. Pliskin
Elizabeth J. Warner

Special Appointment
Sidney Wertimer, Jr.

A concentration in Economics consists of 100, 110, 265, 275, 285 and four elective courses. Concentrators must complete a Senior Project in one of the ways described below. The Senior Project may be used as one of the four elective courses. The four elective courses must include at least one 400-level course; at least one course chosen from among (305) 325, 340, 365, 370 and 375; and no more than one course chosen from either 251 or 330 (230). Concentrators must complete 265, 275 and 285 by the end of the junior year so that they may apply these analytical tools in a 400-level course. Exemption from this timing requirement is granted only in unusual cases. 265, 275 and 285 must be taken at Hamilton. Students planning graduate work in economics or business should take 400, selections from the other 400-level courses, and 560, as well as differential and integral calculus.

The Senior Project can be satisfied either by a Senior Thesis or by a project in a designated course. The Senior Thesis is a written report of a project containing original work. Students writing a thesis must enroll in 560 (Research Seminar). Projects in designated courses require a paper or a series of papers demonstrating a mastery of advanced methods, an understanding of the scholarly literature on a topic or an understanding of the evolution of important issues in the discipline.

Departmental honors will be awarded to selected concentrators who complete 400 and 560, have a grade point average of at least 88 for all courses taken in the department, and who write an outstanding Senior Thesis, as evaluated by members of the Economics Department.

A minor in Economics consists of 100, 110, 275, 285 and one additional economics course. If the student's concentration is in Public Policy, Economics 110 and 275 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.

100F,S Introduction to Macroeconomics. Gross domestic product: its measurement and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy and inflation; foreign exchange rates. Balkan, Lutzker and Pliskin (Fall); The Department (Spring).

110F,S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed; profit-maximizing behavior of firms under differing competitive conditions; pricing of factors of production and income distribution; taxation, discriminatory pricing and government regulation; theory of comparative advantage applied to international trade. Prerequisite, 100. Jaggi (Fall); Hagstrom and Warner (Spring).

251S Introduction to Public Policy. For full description, see Public Policy 251.

265F,S Economic Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypo-

thesis testing and introduction to the linear regression model and some of its extensions. Primary emphasis on establishing the basic concepts that underlie statistical inference and on applications of the linear regression model to economics. Use of computer statistical packages. Laboratory used to review assigned problems and to introduce material on the computer. Three hours of class and 75 minutes of laboratory. No previous experience with computers required. Prerequisite, 110 or consent of instructor. Not open to senior concentrators. Maximum enrollment in each section, 20. Hagstrom (Fall); Kayser (Spring).

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency. Prerequisite, 110. Not open to senior concentrators. Jensen (Fall); Pliskin (Spring).

285F,S Macroeconomic Theory. Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth. Prerequisite, 110. Not open to senior concentrators. Warner (Fall); Georges (Spring).

[315] Economics of Gender and Work. An examination of the economic behavior of women and men, with particular emphasis on how economic outcomes affect the relative economic status of women and policies designed to advance gender equality. Topics include the historical evolution of the economic roles of women and men; the gender division of labor within the family and allocation of time between the labor market and household; the interactions between rising female labor force participation and trends in marriage, fertility and divorce rates; and economic explanations of gender differences in earnings and occupations, including the role of discrimination in observed market outcomes. Prerequisite, 110.

[325] Comparative Economic Systems. A comparative analysis of market and centrally planned systems, and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries. (Writing-intensive.) Prerequisite, 110. Maximum enrollment, 20.

330F Accounting. Study of how the financial transactions of a business firm are usually classified, analyzed, recorded and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores, juniors and seniors only. Wertimer.

[331] International Trade Theory and Policy. Theoretical and empirical analyses of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists to study international trade issues. Topics include the determinants of the pattern of international trade, the gains from trade, tariffs, quotas, voluntary export restraints, subsidies, GATT and international trade negotiations, customs unions, free trade agreements, trade adjustment assistance and industrial policy. Prerequisite, 110.

332F International Finance. Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; Eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; international debt issues and country risk. Prerequisite, 110. Warner.

340F Economic Development. Analysis of the process of development in Third World countries. Topics include alternative theories of development; growth, poverty and income distribution; unemployment, urbanization and migration; agricultural transformation; industrialization and trade; globalization of production; education and women in development; sustainable development. Prerequisite, 110. Balkan.

346S Monetary Policy. A study of the changing role and impact of money and assets markets on the economy. Topics include interest rate determination, portfolio theory, the risk and term structure of interest rates, asset market fluctuations, the money supply process, money demand and monetary policy. Emphasis on policy application. Prerequisite, 110. Lutzker.

[350] Economics of Poverty and Income Distribution. A study of domestic poverty and of government programs designed to deal with poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor, and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 110.

365S Economic Analysis of American History. An examination and explanation of the development of the American economy. Topics include the economics of slavery and share cropping, the rise of big business, the development of banks and the causes of the Great Depression. Prerequisite, 110. Jensen.

370F European Economic History. A survey of some major developments in the evolution of the European economies. Topics include the transition from feudalism to capitalism, the Industrial Revolution, the economic integration of Europe and the relationship between technological change and economic development. Special attention is paid to the institutional arrangements conducive to, and the distributional consequences of, economic growth. (Writing-intensive.) Prerequisite, 110. Maximum enrollment 20. Lutzker.

375F History of Economic Thought. A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 110. Maximum enrollment, 20. Georges.

380F Environmental Economics. Examination of critical issues in environmental and natural resource policy from the perspective of economic theory. Consideration of such immediate issues as curtailing pollution, conserving endangered species and their habitats, and the proper management of natural resources. Broader topics also considered, such as the attainment of a sustainable economy and our responsibility toward future generations. Prerequisite, 110. Maximum enrollment, 40. Kayser.

400F Introduction to Econometrics. An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, heteroskedastic and autocorrelated disturbances, stochastic regressors and an introduction to simultaneous equations models. Prerequisite, 265. Pliskin.

[416] Mathematical Economics. Presentation of the more important applications of mathematics widely used by economists to analyze questions in both micro- and macroeconomics. Mathematical techniques include calculus, with one and several variables, Lagrangian multipliers and matrix algebra. Topics include constrained and unconstrained optimization, comparative statics, the Implicit Function Theorem, the Envelope Theorem, duality and game theory. Intended to enable students to read more easily a wider selection of the scholarly literature. Prerequisite, 275, 285 and Mathematics 114, or consent of instructor.

425F Theory of Financial Markets. Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs exhibited in security markets. Comparison of the capital asset pricing model, the arbitrage pricing model and various factor models on both theoretical and empirical grounds. Pricing of options and futures contracts. Analysis of real options approach to investment under uncertainty. Special topics may include corporate takeovers, insider

trading, performance of mutual funds, use of options and futures contracts for hedging, relationship between capital structure and corporate governance, and topics chosen by students. Prerequisite, 110 and 265, or equivalent, or consent of instructor. May be used as basis for senior project. Bradfield.

430F Topics in Macroeconomics. An excursion into topics of current interest primarily related to stabilization and growth policies. Topics include new Keynesian theories, private savings, the budget deficit, neutrality of money, investment, lingering unemployment and the productivity slowdown. Prerequisite, 265, 285, and Mathematics 114, or consent of instructor. May be used as basis for senior project. Georges.

[435] Industrial Organization Theory and Applications. Theoretical and empirical analysis of the relationships among market structure, conduct and performance. Emphasis on oligopoly behavior including pricing, advertising and research and development strategies. Examination of antitrust policy. Review of empirical work on structure-conduct-performance relationships. Prerequisite, 265 and 275, or consent of instructor. May be used as basis for senior project.

440F Public Economics. Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include the theory of optimal taxation, the effects of difference tax schemes on firms, households and the government budget, the provision of public goods such as highways, public education, national defense or parks and the fundamentals of government budgetary policy. Prerequisite, 275. May be used as basis for senior project. Kayser.

455S Globalization and the Productivity Slowdown. Intensive examination of contemporary events in the world economy. Topics include causes and consequences of economic crisis since 1973, the erosion of U.S. economic leadership, the shift from manufacturing to services in output and employment, the transition from mass production to niche production and the globalization of economic linkages. Methods include case studies of countries and economic sectors. Prerequisite, 265, 285 or consent of the instructor. May be used as basis for senior project. Lutzker.

491S Application of Labor Economics. An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 275 or consent of instructor. May be used as basis for senior project. Hagstrom.

560S Research Seminar. Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Papers presented to the department at the end of the term. Candidates for honors must complete this course. Prerequisite, 265, 275, 285 and 400 (which may be taken concurrently), and permission of the department. Maximum enrollment, 12. The Department.

English

Faculty
Margaret O. Thickstun, *Chair* (S)
George W. Bahlke
Austin E. Briggs
Jean C. D'Costa (S)
Lucy Ferriss
Bobby Fong
Naomi Guttman
Catherine G. Kodat
Ivan Marki
Vincent Odamtten
John H. O'Neill
Patricia O'Neill
Nathaniel C. Strout
Adam P. Weisman
Edward Wheatley
Reggie Young

Special Appointments
Katherine A.S. Collett

The Department of English offers two concentrations, one in literature written in English and one in Creative Writing.

Concentrators in the classes of 1997 and 1998 may follow either the requirements listed below or those outlined in the 1995-96 *College Catalogue*. Concentrators in those classes who have not yet taken English 200 may substitute the new English 228.

English

A concentration in English consists of 9 courses in literature written in English, including 150, and 3 courses from among the following genre courses—204, 205 206—and the following single-author courses—222, 225, 228; at least one course must be from each group. Concentrators in the class of 1999 may substitute 280 for 222, 244 for 225, or 200 for 228. Concentrators must take 3 courses above the 200-level, one of which must be writing-intensive and one of which must be a seminar taken in the spring of the senior year as part of the Senior Program. (The 300-level writing-intensive course must be taken before the senior seminar; 410 and 419 are not seminars in literature.) The following courses may not count toward the concentration in English literature: 110, 210, 215, 304, 305, 410 and 419. With the permission of the department, students may use one upper-level course in a foreign literature in the original language as one of the required literature credits.

Students who have an 88 average or better in the concentration at the end of their junior year may elect to write an honors thesis in their senior year or to take an honors examination. The department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration and who receive an 88 or better on the honors thesis or the honors examination. Honors candidates are expected to complete coursework in each of the three genres: prose fiction, drama and poetry.

A minor in English consists of 150, one course from among 204, 205, 206, one course from among 222, 225, 228 and two electives, one of which must be at the 300-level. Students concentrating in Creative Writing may not minor in English.

A student considering certification in secondary education should complete 215 and either 210 or 410, in addition to the concentration requirements in literature. Students seeking advice about teacher education may consult with Margaret Thickstun or Susan Mason.

The Senior Program in English requires all concentrators to complete a 400-level seminar in the spring of their senior year. (The 300-level writing-intensive course, normally taken in the junior year, must be completed before a student takes the senior seminar.)

Creative Writing

A concentration in Creative Writing consists of 10 courses: five in literature written in English, including 150, two from among the following genre courses—204, 205,

206—and two electives, one of which must be a 300-level writing-intensive course; four courses in Creative Writing (215, 304, 305 and 419); and an independent study taken as part of the Senior Program. Students may choose to substitute 228 for 204 or 225 for 206. Students may take no more than one writing course a term; those who wish to concentrate must take 215 by the end of the sophomore year. With the permission of the department, students may use one upper-level course in a foreign literature in the original language as one of the required literature credits. Students who plan to concentrate in Creative Writing and who are also considering study abroad should discuss their plans with the chair of the department as early as possible, and no later than the fall semester of their sophomore year.

The department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration and who earn a grade of 88 or better in both semesters of the Senior Program.

A minor in Creative Writing consists of 150, 215, 304 and 305, and one course from among 204, 205 and 206. Students concentrating in English may not minor in Creative Writing.

The Senior Program in Creative Writing consists of the Seminar in Creative Writing (419) elected in the fall and an independent study elected in the spring, both leading to a final portfolio of creative and critical works. A complete description of the program is available in Root 116.

Courses in Expository Writing

110F Persuasive Argument. Practice of conducting written argument at the college level, including the presentation and development of evidence. Discussion of essays and non-fiction by such authors as Plato, Franklin, Thoreau, Virginia Woolf, Stephen Jay Gould and Jared Diamond. Particular attention paid to how writers establish a personal voice and adapt that voice to specific audiences. (Writing-intensive.) Open to first-year students only. May not be counted toward the concentration or minor. Maximum enrollment in each section, 20. Thickstun.

210S Expository Writing Workshop. Study of and practice in the writing of essays of various types. Regular writing and reading assignments as well as critiques in class. (Writing-intensive.) Prerequisite, 150 or another writing-intensive course in literature. Open to sophomores and juniors only. Maximum enrollment, 20. The Department.

410F Seminar in Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. (Writing-intensive.) Prerequisite, a 200-level course in literature. Open to juniors and seniors only. Maximum enrollment, 12. Briggs.

Courses in Literature and Creative Writing

150F,S Reading Literature. Study of ways of interpreting works of literature, both in themselves and in relation to other works. Analysis of works of prose fiction, drama and poetry. Reading lists for individual sections are printed in the pre-registration booklet. (Writing-intensive.) Open to first-year students only. Maximum enrollment in each section, 20. The Department.

204S The Study of Poetry. Close reading of poems written in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment, 40. The Department.

205F The Study of the Novel. Forms of prose fiction since the eighteenth century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment, 40. The Department.

206F The Study of Drama. Drama in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. Prerequisite, English 150 or another writing-intensive course in literature, or Theatre 110. Maximum enrollment, 40. The Department.

215F,S Introduction to Creative Writing. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minutes meetings or two 120-minute meetings. Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment in each section, 16. The Department.

[221F] The World of Beowulf. The language and literature of England from the invasion of the Anglo-Saxons to the Norman Conquest. Emphasis on Old English in the original, connecting linguistic and literary forms of this era to the development of oral and written traditions thereafter. Prerequisite, 150 or another writing-intensive course in literature. Not open to students who have taken English 281. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

222F Chaucer and Constructions of Narratorial Authority. A study of *The Canterbury Tales* and selected short poems. Major concerns include Chaucer's language, humor and treatment of issues of gender and class. Special attention to the uses of literary traditions and innovations in the creation of narratorial voice and character. Prerequisite, 150 or another writing-intensive course in literature. Not open to students who have taken English 280. Maximum enrollment, 40. Wheatley.

225S Shakespeare. Introductory survey of selected plays. Prerequisite, 150 or another writing-intensive course in literature. Not open to juniors or seniors. Not open to students who have taken English 244. Maximum enrollment, 40. Strout.

228F Milton. Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education. (Writing-intensive.) Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment, 20. Thickstun.

[229] The King James Bible and Its Influence. Close reading and discussion of selections from the King James Bible and examination of the ways its language, ideas and forms are adapted by writers in the English literary tradition. Prerequisite, 150 or another writing-intensive course in literature. Not open to students who have taken English 234.

[231F] Eighteenth-Century Narrative. Narratives in prose and verse by such authors as Addison, Austen, Behn, Burney, Defoe, Dryden, Fielding, Haywood, Johnson, Lennox, Montagu, Pope, Radcliffe, Richardson, Smollett, Steele, Sterne and Swift. Theories of narratology. Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment, 40.

[235S] Children of Empire. The relations of literary forms like the Bildungsroman to the growth of the British Empire in the nineteenth century. Authors include Austen, Dickens, Eliot, Carroll, Hardy, Kipling. Prerequisite, 150 or another writing-intensive course in literature. Open to first-year students and sophomores and juniors only. Maximum enrollment, 40.

[236S] The Healing Arts: Literature and Medicine. Consideration of both the literary significance of doctors in works of fiction and the influence of medical training on such poets and writers as John Keats, William Carlos Williams, Lewis Thomas and Perri Klass. Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment, 40.

245F The Gothic Tradition in English and American Literature. "Medievalism," gender mythologies, the supernatural, the perverse. Readings in works by such

authors as Walpole, E. Bronë, M. Shelley, Hawthorne, Faulkner and Toni Morrison. Prerequisite, 150 or another writing-intensive course in literature. Not open to students who have taken English 230. Maximum enrollment, 40. Briggs.

[246S] The Novel in England Since WWII. Readings of selected novels by such writers as Evelyn Waugh, Kingsley Amis, Anthony Burgess, Iris Murdoch, Doris Lessing and Margaret Drabble. Prerequisite, 150 or another writing-intensive course in literature. Not open to students who have taken English 354. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

255S Introduction to African-American Literature. Study and discussion of selected works of drama, poetry and prose by African-Americans, from the 1850s to the 1950s. Focuses on issues of gender, race and class as they affect the evolution of an African-American literary tradition in the context of the changing U.S. cultural and political attitudes. Prerequisite, 150 or another writing-intensive course in literature or consent of instructor. Not open to first-year students. Not open to students who have taken English 227. (Same as Africana Studies 255 and Comparative Literature 255.) Maximum enrollment, 40. Odamtten.

256F Nineteenth-Century American Literature. Representative works by Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Mark Twain and others. Not open to students who have taken English 307. Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment, 40. Marki.

266S Twentieth-Century American Literature. Realism, naturalism, modernism and postmodernism in poetry and prose fiction. Attention to the work of authors such as Dreiser, Chestnutt, E. Eaton, G. Bonnin, Anderson, Eliot, Hughes, Hemingway, Stein, Fitzgerald, O'Neill, W.C. Williams, Barnes, Faulkner, S. Brown, Hurston, H. Crane, Wright, Stevens, Ellison, Bishop, T. Williams, Morrison. Prerequisite, 150 or another writing-intensive course in literature. Maximum enrollment, 40. Kodat.

[277F] The Making of Caribbean Literature: From Imitation to Celebration. A survey of Caribbean writing in English from the late nineteenth century to the present. Selections from such writers as H.G. DeLisser, Claude Mackay, Roger Mais, John Hearne, Olive Senior, Lorna Goodison, Erna Brodber, Anthony McNeill (Jamaica); Michael Anthony, C.L.R. James, V.S. Naipaul, Sam Selvon (Trinidad); Edward Kamau Brathwaite, George Lamming (Barbados); Phyllis Shand Allfrey, Jean Rhys (Dominica). Prerequisite, 150 or another writing-intensive course in literature. (Same as Africana Studies 277 and Comparative Literature 277.) (Offered in alternate years; next offered 1997-98). Maximum enrollment, 40.

297S Introduction to Literary Theory. For full description, see Comparative Literature 297.

304S Intermediate Creative Writing: Poetry. For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 204. Open to juniors and seniors only. Maximum enrollment, 16. Guttman.

305F Intermediate Creative Writing: Fiction. For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 205. Open to juniors and seniors only. Maximum enrollment, 16. Ferriss.

322F The Making of English. The development of the English language from Anglo-Saxon times to the present. Special attention to language as speech, the interpretation of literary and vernacular texts in the light of linguistic methodology and the formation of dialects of English. Readings from Pyles, Jones, Wyld, Sapir and others. Knowledge of foreign language desirable. Prerequisite, a 200-level course in literature.

Not open to students who have taken English 346. (Offered in alternate years.) Maximum enrollment, 40. D'Costa.

[323S] Middle English Literature. Medieval literature of Britain, primarily from the fourteenth century. Readings include Chaucer's *Troilus and Criseyde, Sir Gawain and the Green Knight, Pearl*, Malory's *Morte D'Arthur, Everyman* and selections from *Piers Plowman* and *The Book of Margery Kempe*. (Writing-intensive). Prerequisite, a 200-level course in literature. Not open to students who have taken English 283. Maximum enrollment, 20.

327S Topics in English Renaissance Literature. Study of selected non-dramatic works by authors writing mainly between 1550 and 1660. Readings drawn from poetry and prose by such writers as Sidney, Spenser, Jonson, Donne, Herbert, Marvell. Topic for 1996-97: time and chaos in the English Renaissance. (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to students who have taken English 287. Maximum enrollment, 20. Strout.

[328F] The Puritan Literary Tradition. The literature of the dissenting tradition in colonial America and Puritan England. Works such as Bradford's *Plymouth Plantation*, Bunyan's *Pilgrim's Progress*, Milton's *Comus*, as well as spiritual autobiographies and shorter works by Anne Bradstreet, Mary Rowlandson, Edward Taylor and Cotton Mather. Prerequisite, a 200-level course in literature. Not open to students who have taken English 285. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 40.

330S Culture, Politics and Literature in England, 1660-1745. Poetry, prose and drama by such writers as Addison, Dryden, Defoe, Etherege, Swift, Pope, Rochester and Steele, studied in their literary and historical contexts. Close reading, historical and intertextual analysis. (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to first-year students. Maximum enrollment, 20. J. O'Neill.

[335S] "Mad, Bad and Dangerous to Know:" Romantic Writers in Nineteenth-Century England. Study of the theory and practice of the major English Romantics, with special emphasis on the relations of poetry to environmental and social issues. (Writing-intensive). Prerequisite, a 200-level course in literature. Not open to students who have taken English 347. (Offered in alternate years.) Maximum enrollment, 20.

337S Literature and Imperialism. An examination of the impact of the Euro-American imperial "adventure" as represented in nineteenth- and twentieth-century literature. Readings to include works by Thackeray, Flaubert, Twain, Vargas Llosa, LeGuin, travel writers and critical theorists. Prerequisite, one 200-level course in literature. Not open to students who have taken Comparative Literature 223 or English 338. (Same as Comparative Literature 337.) (Offered in alternate years.) Maximum enrollment, 40. Vernon and P. O'Neill.

339F Love and Marriage. Study of the ideology of Romantic love and its consequences for the marriage plots in Victorian literature. Primary focus on the relations of literary and social contexts in the construction of men's and women's lives in Victorian England. Readings include works by Barrett-Browning, Eliot, Hardy, Gissing and Schreiner. Prerequisite, a 200-level course in literature. Maximum enrollment, 40. P. O'Neill.

[340S] Science and Literature in the Nineteenth Century. Study of the influence of Darwin, Huxley and other scientists on the literature of the nineteenth century. Readings include selections from Darwin's *Autobiography and Letters, Origin of Species* and *Descent of Man*, Huxley's *Autobiography and Essays*, Tennyson's *In Memoriam*, Eliot's *Middlemarch*, Hardy's *The Woodlanders* and Wells' *The Time Machine*. Prerequisite, a 200-level course in literature. Not open to students who have taken English 348. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 40.

[345] Victorian Literature. Understanding "the spirit of the Victorian age" through a reading of its poetry, fiction and non-fiction prose. Selected prose by such

authors as Arnold, Carlyle, Huxley, Mill, Newman, Pater and Ruskin; poetry by Arnold, Browning, Hopkins, Tennyson and the pre-Raphaelites; novels by Emily Brontë, Charles Dickens and Thomas Hardy. Prerequisite, a 200-level course in literature. Open to sophomores, juniors and seniors only. Maximum enrollment, 40.

352F Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Marvell, Hopkins, Dickinson, Yeats, T.S. Eliot and Thomas. (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to students who have taken English 306. (Offered in alternate years.) Maximum enrollment, 20. Bahlke.

353S British Literature from 1900 to 1950. Readings in works of such writers as Conrad, Yeats, Woolf, Lawrence, Waugh, T.S. Eliot and Auden. Prerequisite, a 200-level course in literature. Maximum enrollment, 40. Bahlke.

[355F] Modern British Poetry. Modern British poets from Yeats to Larkin, with emphasis on T.S. Eliot, Auden and Thomas. (Writing-intensive.) Prerequisite, a 200-level course in literature. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 20.

[356] Modern British and American Drama. Analysis of representative plays by such authors as Wilde, Shaw, Lady Gregory, Yeats, T.S. Eliot, Pinter, Beckett, O'Neill, Hellman, Tennessee Williams, Hansberry, Shepard and August Wilson. Open to sophomores and juniors only. Prerequisite, a 200-level course in literature. Not open to students who have taken English 332. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

[357F] The Wars of America and American Literature. An examination of fiction and poetry generated by wars fought by the United States. Readings include novels and poems by Melville, Whitman, S. Crane, Hemingway, Pound, Faulkner, Mailer, Heller and others. Prerequisite, a 200-level course in literature (256 or 266 preferred.) (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

365F Native American Literature. Study of oral traditions and written literature created by North American Indians. Ranges from early texts of story, song and autobiography to post-World War II fiction and poetry. Authors may include Black Elk, Zitkala-sa, Darcy McNickle, N. Scott Momaday and Louise Erdrich. Prerequisite, a 200-level course in literature. Maximum enrollment, 40. Ferriss.

[366] Faulkner and Southern Literature. Analysis of Faulkner's major novels — *The Sound and the Fury, As I Lay Dying, Sanctuary, Absalom, Absalom!, The Hamlet* and *Go Down, Moses* in the context of nineteenth- and early twentieth-century Southern literature by authors such as Kennedy, Longstreet, Poe, Thorpe, Joseph Baldwin, G.W. Harris, Twain, Glasgow, Young, Chopin. Prerequisite, a 200-level course in literature (205, 256 or 266 preferred). Not open to students who have taken English 301. Maximum enrollment, 40.

[367F] Southern Modernist Writers. An examination of twentieth-century Southern literature that stresses its contribution to the emergence of American literary modernism. Works by such authors as Faulkner, Tate, Toomer, Newman, Hurston, Bontemps, O'Connor, Henderson, Williams, Welty. Prerequisite, a 200-level course in literature (256 or 266 preferred). Not open to students who have taken English 312. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 40.

[371S] American Literature of the 1950s. An examination of the poetry, prose fiction and drama of the Cold War, with emphasis on the political and social aspects of the United States' emergence as a global power. Attention to works by authors such as Nabokov, Hansberry, McCarthy, O'Connor, Lowell, Kerouac, Baraka, Olsen,

G. Brooks. Prerequisite, a 200-level course in literature. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 40.

373S Contemporary American Poetry. A study of post-World War II American poets such as Robert Lowell, James Wright, Gwendolyn Brooks, Adrienne Rich, Sylvia Plath and James Merrill. How poets of the same era manage radically different styles and subject matter. Prerequisite, a 200-level course in literature. Not open to students who have taken English 375. (Offered in alternate years.) Maximum enrollment, 40. Guttman.

[375] Contemporary American Fiction. Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, Johnson, Doctorow, Kincaid, Dubus, Mason, Kingston, Silko, Pynchon, Gaddis, Reed, Erdrich. Prerequisite, a 200-level course in literature (205 or 266 preferred). Not open to students who have taken English 275. Maximum enrollment, 40.

376S Studies in Africana Literature & Aesthetics. Focus for spring 1997: Harlem in African-American Literature. A critical examination of selected works whose action and concerns center on the geographical site of Harlem, N.Y. Prerequisite, a 200-level course in literature or Africana Studies. (Same as Africana Studies 376 and Comparative Literature 376.) (Offered in alternate years.) Maximum enrollment, 40. Odamtten.

377F Major Caribbean Writers. A study of the poetry, fiction and drama of the English-speaking Caribbean, with special emphasis on Derek Walcott (St. Lucian), Edward Brathwaite (Barbadian), V.S. Naipaul (Trinidadian), Wilson Harris (Guyanese) and Jean Rhys (Dominican). Prerequisite, a 200-level course in literature. Not open to students who have taken English 319. (Same as Africana Studies 377.) (Offered in alternate years.) Maximum enrollment, 40. D'Costa.

[378F] Studies in Contemporary African Literature. Examination of themes and artistic strategies evidenced in works by selected African writers. Focuses on issues of colonialism and neocolonialism, and how differences of gender, class and geographical background affect contemporary African literature. Prerequisite, a 200-level course in literature. Not open to students who have taken English 329. (Same as Africana Studies 378 and Comparative Literature 378.) (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 40.

[380F] Realms of Fiction. Narratives from different cultures exploring such genres as magical realism, allegory, mystery, surrealism and travel and adventure. Examination of technique, social and cultural issues, questions of voice, gender, identity and especially the feminist/feminine post-colonial narrative. Reading from Marquez, Juan Rolfo, Allende, Mahashweta Devi, Rushdie, Gayatri Spivak, Tahar Ben-Jelloun, Jean Rhys, Marguerite Duras and Gloria Anzaldua. Prerequisite, a 200-level course in literature. (Same as Comparative Literature 380.) Maximum enrollment, 40.

381F Seminar in American Studies: Regionalism in the United States. For full description, see American Studies 381.

419F Seminar: Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Open to seniors only. Maximum enrollment, 12. Ferriss.

423S Seminar: Medieval Drama. Study of the early drama in Britain and some of its continental sources: liturgical and church drama, cycle plays, morality plays and early Humanist plays. Influence of these works on Tudor and Stuart dramatists, including Marlowe. Consideration given to documents related to the production and staging. Prerequisite, a 300-level writing-intensive course in English, or permission of the

instructor. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12. Wheatley.

[425S] Seminar: Women Writers in the English Renaissance. Works by and about women written between 1550 and 1660, including plays by Shakespeare, Webster, Middleton and Elizabeth Faulkand; poems by Spenser, Mary Wroth, Amelia Lanier and Anne Bradstreet; short prose by Bathshua Makin, Margaret Fell, Elizabeth Clinton and Elizabeth Joceline. Prerequisite, a 300-level writing-intensive course in English or permission of the instructor. Open to juniors and seniors only. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 12.

[427S] Seminar: Elizabethan and Jacobean Drama. Intensive study of plays by Shakespeare in conjunction with plays by such dramatists as Marlowe, Jonson, Webster and Ford. Prerequisite: 206, 225 (244), 327, 475 or another course in dramatic literature. Open to juniors and seniors only. Maximum enrollment, 12.

[431S] Seminar: The Early Development of the Novel. Close reading and discussion of novels written between 1660 and 1800. Particular attention paid to questions of critical theory and to works by and about women by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Eliza Heywood, Henry Fielding, Sarah Richardson, Charlotte Smith, Tobias Smollett and Laurence Sterne. Prerequisite, a 300-level writing-intensive course in English or permission of the instructor. Open to juniors and seniors only. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 12.

[444S] Seminar: Decadence and Degeneration: Literature of the 1890s. Consideration of the many new genres and literary experiments that marked this period of transition between the Victorian and Modern periods. Authors include Morris, Wilde, Gissing, Wells and West. Prerequisite, a 300-level writing-intensive course in English or permission of the instructor. Open to juniors and seniors only. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 12.

447S Seminar: Joyce. *A Portrait of the Artist as a Young Man*, readings in *Finnegans Wake.* Major emphasis on *Ulysses*. Prerequisite, a 300-level writing-intensive course in English or permission of the instructor. Open to juniors and seniors only. Maximum enrollment, 12. Briggs.

[448F] Seminar: E. M. Forster and D. H. Lawrence. An exploration of the fusion of social and prophetic modes in these writers. The influence of comedy on Forster's *A Room With A View* and *Howards End*; Lawrence's *Apocalypse* as background for *Lady Chatterley's Lover* and *The Man Who Died;* Forster's *A Passage to India;* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth-century literature. Prerequisite, a 300-level writing-intensive course in English or permission of the instructor. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 12.

449F Seminar: Virginia Woolf. Close readings and discussion of the novels from *The Voyage Out* through *Between the Acts*. Prerequisite, a 300-level writing-intensive course in English or permission of the instructor. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12. Bahlke.

[456F] Seminar: Melville and Whitman. Close reading and discussion of major works by the authors of *Moby Dick* and *Leaves of Grass* in context of the cultural and political history of their times. Readings include *Typee*, *White-Jacket, The Piazza Tales, The Confidence Man, Battle Pieces, Billy Budd, Sailor,* as well as *Democratic Vistas* and *Specimen Days*. Prerequisite, 256. Open to juniors and seniors only. (Offered in alternate years; next offered in 1997-98.) Maximum enrollment, 12.

460F Seminar: Narratives of Race. A comparative and interdisciplinary examination of race as a condition of existence and as a category of analysis within social, political, cultural and economic problematics in the contemporary world. Questions include the social construction of race, race as ideology, race and capitalism, race and

power, race and gender, race and representation in various texts produced by writers and artists of European and African ancestries. Prerequisite, any 300-level Africana Studies course. Open to juniors and seniors only. (Same as Africana Studies 460 and Comparative Literature 460.) Maximum enrollment, 12. Odamtten.

465S Seminar: Faulkner and Morrison. Close readings of the major novels (*The Sound and the Fury, As I Lay Dying, Sanctuary, Absalom, Absalom!, Go Down, Moses, The Bluest Eye, Sula, Song of Solomon, Tar Baby, Beloved, Jazz*) that analyzes similarities and differences in thematics and literary techniques. Prerequisites, 256 or 266, or consent of the instructor. Open to juniors and seniors only. (Same as Women's Studies 465.) Maximum enrollment, 12. Kodat.

474S Seminar: Contemporary African-American Literature. The study of how contemporary African-American literary works articulate with the modern and post-modern multicultural environment in which they are situated. Selected readings from such writers as Amiri Baraka, Henry Dumas, Toni Morrison, Gloria Naylor, Ishmael Reed, Ntoshake Shange, Alice Walker and John Wideman. Open to juniors and seniors only. (Same as Africana Studies 474 and Comparative Literature 474.) Maximum enrollment, 12. Odamtten.

475F Shakespeare around the Globe. For full description, see Comparative Literature 475.

497S Seminar: Criticism. Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing coherent critical perspectives. Prerequisite, 297. Open to seniors and to others with consent of instructor. (Same as Comparative Literature 497.) Maximum enrollment, 12. Marki.

500F-501S Honors Thesis. Independent study for honors candidates in English, culminating in a thesis. One-half credit each term. The Department.

550 Senior Independent Study. Independent study as part of the Senior Program for Creative Writing concentrators. Completion and revision of work begun in 419, leading to a portfolio. The Department.

English as a Second Language

Faculty
Alison Doughtie, *Program Director*

Students for whom Standard English is not a first or native language may be advised to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students who are not native speakers of English in sharpening their writing skills for college-level work in all academic disciplines. Writing 101 is open to all students, in addition to those with adviser-recommended placement, who desire advanced instruction and ongoing practice in English language usage in an academic setting. A one-semester course in which grades are given, it provides regular academic credit toward graduation requirements and satisfies the College-wide requirement of one writing-intensive course during the first year. Student tutors with training in English as a Second Language will be available to assist students with work in all their courses, including Writing 101. An additional one-semester course, Writing 102, may be offered in the spring semester if needed.

101F, 102S English as a Second Language. Readings and writing in a variety of subject areas and disciplines to deepen understanding of Standard written English; to enhance the ability of expression in college-level writings such as essays, examinations and research papers; to expand vocabulary and increase speed of comprehension and writing in Standard English. 102 may be taken as a separate course. (Writing-intensive.) Maximum enrollment, 10. Doughtie.

Environmental Studies

Faculty Program Committee

William A. Pfitsch, *Chair (Biology)*
Eugene W. Domack *(Geology)*
Hilke A. Kayser *(Economics)*
George A. Raiche *(Chemistry)*
Todd W. Rayne (F) *(Geology)*
Ernest H. Williams *(Biology)*
Paul Gary Wyckoff *(Government)*

Environmental Studies concerns human interaction with the world in which we live. Courses in this interdisciplinary field are contributed by a number of departments and programs. The minor in Environmental Studies consists of five courses, including 150; three courses chosen from the environmental course list, at least one of which must be above the 100 level; and a fifth course chosen from either the environmental or the related-course list. A student may count at most two courses from a single department toward the minor. The four electives must include at least one course from within and one course from outside the natural sciences. Some of these courses have prerequisites that are not specified below.

150S Society and the Environment. An introduction to environmental studies. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human abuse of the environment. Several current environmental problems examined within scientific, historical, sociological and economic contexts. (Same as Biology 150.) Maximum enrollment, 40. E. Williams.

For complete information about the courses below, consult the full descriptions under the appropriate departments and programs.

Environmental Courses

Biology 337	**Ecology**
Chemistry 102	**Our Chemical Environment**
Chemistry 227	**Atmospheric Chemistry**
Economics 380	**Environmental Economics**
Geology 105	**Principles of Geology: Earth Systems and Global Environmental Change**
Geology 110	**Principles of Geology: Geology and the Environment**
Geology 112	**Principles of Geology: Oceanography**
Geology 209	**Hydrogeology**
Geology 240	**Meteorology**
Geology 309	**Advanced Hydrogeology and the Environment**
Physics 170	**Energy and the Environment**

Related Courses

Anthropology 107	**Principles of Geology: Humans and the Ice Age Earth**
Art 151	**Architecture and the Environment**
Biology 110	**General Biology: Physiology and Ecology**
Biology 140	**Natural History of New York Plants**
Biology 213	**Marine Biology**
Comparative Literature 303	**The Fiction of the Future**
Economics 340	**Economic Development**
Geology 103	**Principles of Geology: Geology and the Development of Modern Africa**
Geology 210	**Glacial Geology**
Geology 280	**Earth Resources**
Philosophy 111	**Contemporary Moral Issues**
Public Policy 251	**Introduction to Public Policy**

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

Students may combine courses from Classics (Greek, Latin); East Asian Languages and Literature (Chinese, Japanese); German and Russian Languages and Literatures (German, Russian); and Romance Languages and Literature (French, Spanish). The combination may be departmental or interdepartmental. Students wishing to count other languages, such as Critical Languages, listed below, or work done at other institutions toward the concentration, must receive approval for such work from the director of the Critical Languages Program or the chair of the appropriate department. All concentrators in Foreign Languages will be required to pass language proficiency tests in two foreign languages. Additional requirements for an appropriate senior or honors program will be set by the chairs of the departments of concentration.

Besides a broad program of language study on campus, the College administers study abroad programs in France and Spain (for further information, see Romance Languages and Literature) and in China. In addition, Hamilton is a member of the American Collegiate Consortium Exchange Program for study in Russia and other republics of the former U.S.S.R., as well as of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens (for further information, see "Academic Programs and Services").

Students are advised to begin, or continue, their study of a foreign language early in their college course. Instruction in the following languages is offered at Hamilton:

Arabic (see Critical Languages)

Chinese (see East Asian Languages and Literature)

French (see Romance Languages and Literature)

German (see German and Russian Languages and Literatures)

Greek (see Classics)

Italian (see Critical Languages)

Japanese (see East Asian Languages and Literature)

Latin (see Classics)

Russian (see German and Russian Languages and Literatures)

Spanish (see Romance Languages and Literature)

Swahili (see Critical Languages)

Swedish (see Critical Languages)

Geoarchaeology

Faculty Program Committee
Eugene W. Domack *(Geology)* (S)
George T. Jones *(Anthropology)*

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeologic record. In particular, geology and archaeology share common interests in geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction, and landscape evolution. The concentration is designed for students with shared interests in geology and archaeology. The concentration builds on the common histories and research domains of these fields, and represents a major specialty area that has experienced tremendous growth over the past decade or two. The Geoarchaeology concentration consists of 10 required courses taken from both existing curricula of the Anthropology and Geology departments. A large number of recommended courses from the supporting sciences are also listed, and a student may need to take an additional Archaeology course depending upon which introductory course he/she selected. The required course would include one of three introductory courses:

Introductory courses are: Geology/Anthropology 107, Archaeology 106 and Geology 103. Upper level courses include Archaeology 245; Archaeology 234, 325; Geology 211, 235, 290; and Geoarchaeology 360. The Senior Project in Geoarchaeology consists of 508 and 509. Students should also consider one elective from the recommended courses below for a total of 10 course credits. Additional courses that are highly recommended include: Geology 220, 265; Anthropology 280; and supporting courses in some sciences (Math, Chemistry, Biology and Physics).

[360S] Quaternary Geochronology. Examines the development and application of absolute dating techniques that are appropriate over the last 5 million years. Specifically, radiocarbon, K/Ar fission track, paleomagnetic, thermoluminescence and cosmogonic surface exposure dating. Examples will be drawn from both geologic contexts and those that apply to archaeologic sites important to hominid evolution and climate change. Field trips. Prerequisite, 211. One half course credit. (Same as Geology 360). (Next offered 1997-98.)

Geology

Faculty

Barbara J. Tewksbury, *Chair*
David G. Bailey
Cynthia R. Domack (S)
Eugene W. Domack (S)
James J. Pospichal
Todd W. Rayne (F)

A concentration in Geology consists of 11.5 required courses including one course in Principles of Geology (103 to 112), 209, 211, 220, 230, 290, 310, 510-511 and one other course in Geology numbered 200 or higher. A two-semester series course in one of the supporting sciences is also required (Math 113 and 114, Biology 110 and 210, Physics 101 and 102, or Chemistry 120 and a second course numbered 190 or above.) The selection of supporting science courses should be undertaken in consultation with an adviser. A Senior Project is required (510-511) for the concentration and a complete description of the program is available in Science 104. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in biology, chemistry, computer science, mathematics and physics, according to the student's interests. Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project and completion of two additional courses in the supporting sciences as listed above

A minor consists of a course in Principles of Geology and four other courses at the 200 level or above that are approved by the department.

Students interested in careers in Oceanography should consider concentrations in Chemistry or Mathematics with supporting courses in Geology including 112, 210, 211, 220, 320, 340 and 350, and Biology 213. Students interested in careers in Meteorology should consider concentrations in Physics or Mathematics with supporting courses in Geology including 112, 210, 240, 285, and Chemistry 227.

103F Principles of Geology: The Geology and Development of Modern Africa. An interdisciplinary study exploring how the geologic evolution of the continent has influenced the prehistorical, historical, political and economic development of Africa. Specific coverage of the Nile River system, climate change in the Sahara, the East African rift zone and resources in southern and western Africa. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. (Same as Africana Studies 103.) Maximum enrollment, 35. Tewksbury.

104F Principles of Geology: Origins. An overview of the origin and evolution of the universe, solar system and Earth. Particular emphasis on the early history of the Earth and the origin of the atmosphere, oceans, continents and life. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Bailey.

105F Principles of Geology: Earth Systems and Global Environmental Change. An introduction to global Earth systems with an emphasis on the processes that shape the Earth's surface and influence environmental change. Topics include the Earth's lithospheric, oceanic and atmospheric systems. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. E. Domack.

[107S] Principles of Geology: Humans and the Ice Age Earth. An introduction to archaeologic and geologic studies as they are applied to climate changes and related human adaptations. Focuses on stratigraphic principles, environmental reconstructions, archaeologic field methods, chronologic methods and the impact of climate changes during the past 2.5 million years. Three hours of class and one hour of laboratory/discussion. Not open to students who have taken any other course in Principles

of Geology. (Same as Anthropology 107.) (Next offered 1997-98.) Maximum enrollment, 50.

110S Principles of Geology: Geology and the Environment. An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources and utilization of our natural resources. Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Rayne.

[111F] Principles of Geology: Planet Earth. An introduction to global geologic phenomena from the viewpoint of plate tectonics, emphasizing modern plate motions and related geologic processes and hazards. Laboratory work focuses on the geology of the southwest Pacific. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. (Next offered 1997-98.) Maximum enrollment, 50.

112S Principles of Geology: Oceanography. An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Pospichal.

205S Hawaii Field Study. A field study of volcanic and marine features of Hawaii, with emphasis on comparative planetology and the plate tectonic setting of the Hawaiian island chain. Prerequisite, Principles of Geology. Conducted over a 17-day period between the end of the first semester and beginning of the second. One-half course credit. Extra cost. Tewksbury.

209S Hydrogeology. The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geology. Rayne.

[210F] Glacial Geology. A survey of the distribution and dynamics of the Earth's cryosphere, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout Earth history. Three hours of class and two hours of laboratory, with field trips. Prerequisite, Principles of Geology. (Next offered 1997-98.)

211F Sedimentary Geology. A study of the genesis and diagenesis of clastic, carbonate, evaporite and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy and paleoclimatic/tectonic significance of depositional sequences. Three hours of class and three hours of laboratory, with field trips. Prerequisite, Principles of Geology. E. Domack.

215F Introduction to Limnology. A study of the physical, chemical and biological processes of freshwater systems with an emphasis on lakes. Local field trips. Three hours of class and one hour of laboratory. Prerequisite, Principles of Geology. Pospichal.

220F Mineralogy. An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Three hours of class and three hours of laboratory, with field trip. Prerequisite, Principles of Geology. Bailey.

225S Planetary Geology. The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the Earth. Three hours of class and one hour of laboratory/discussion. Prerequisite, Principles of Geology. Tewksbury.

230S Structural Geology. A study of the origin, development, and study of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory and computer techniques used in studying deformed rocks. Six hours of class/laboratory, with field trip. Prerequisite, Principles of Geology. Tewksbury.

[236F] Soils and the Environment. A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and one hour of laboratory. Prerequisite, Principles of Geology. (Next offered 1997-98.)

240F Meteorology. A study of the atmospheric environment. Topics include the Earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class. Prerequisite, Principles of Geology. Maximum enrollment, 50. C. Domack.

[255-Su] Geology of the Alps. A field study of Pleistocene glacial deposits, modern glaciers and tectonics of the Swiss and Austrian Alps. Includes an intensive one-week classroom session during the summer, followed by a 17-day field trip to Switzerland, Germany and Austria. One-half credit. Extra cost. Prerequisite, Principles of Geology.

[265S-Su] Field Studies. Introduction to principles and practice of geologic mapping. One hour of class per week during the semester, followed by six weeks of field mapping after end of final exams. Field areas in Cape Cod, Summer Coon, Garden of the Gods and Needle Mountains in Colorado. Extra cost. Prerequisite, Principles of Geology. (Next offered 1997-98.) Maximum enrollment, 18; minimum, 4.

[280F] Earth Resources. A study of economic mineral deposits, their distribution, origin, economic significance and the environmental impact of their exploitation. Three hours of class and one hour of laboratory, with field trips. Prerequisite, Principles of Geology. (Next offered 1997-98.)

[285S] Antarctica and Global Change. Review of the geology, meteorology, oceanography, marine biology and glaciology of the Antarctic and Southern Ocean and their influence on global environmental processes and change. Emphasis on remote sensing technology. Prerequisite, Principles of Geology. Half course credit. (Next offered 1997-98.)

290F Paleontology. A study of the origin of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory, with field trips. Prerequisite, Principles of Geology. (Same as Biology 290.) C. Domack.

[309F] Advanced Hydrogeology and the Environment. Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and one hour discussion, with field trips. Prerequisite, 209. (Next offered 1998-99.)

310S Igneous and Metamorphic Petrology. A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Three hours of class and three hours of laboratory, with field trip. Prerequisite, 220. Bailey.

[340S] Plate Tectonics. Advanced study of modern plate interactions, tectonic evolution of the Earth's crust, deep earth structure and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) Four hours of class and field trip. Prerequisite, two 200-level courses in Geology. (Next offered 1997-98.) Maximum enrollment, 20.

350S Marine Geology. A study of the marine environment from a geologic perspective. Topics include the structural and oceanographic setting, the ocean margins, oceanic sediments and microfossils, and ocean history. (Writing-intensive.) Three

hours of class and field/boat trips to Cape Cod and Lake Champlain. Prerequisite, a 200-level course in Geology. Maximum enrollment, 20. Pospichal.

[360S] Quaternary Geochronology. Examines the development and application of absolute dating techniques that are appropriate over the last 5 million years. Specifically, radiocarbon, K/Ar, fission track, paleomagnetic, thermoluminescence and cosmogonic surface exposure dating. Examples will be drawn from both geologic contexts and those that apply to archaeologic sites important to hominid evolution and climate change. Field trips. Prerequisite, 211. One half course credit. (Same as Geoarchaeology 360). (Next offered 1997-98.)

510F-511S Senior Project. A two-term course during which concentrators pursue an independent project and present the results to the department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

German and Russian Languages and Literatures

Joseph T. Malloy, *Chair*

German

Faculty
Joseph T. Malloy
Cornelius I. Partsch
Edith Toegel (F)

A concentration in German consists of eight courses numbered 130 or higher, including 210, 220, the Senior Project (550) and an additional course at the 400 level during the spring semester of the senior year. In addition, appropriate study in a German-speaking country may be counted toward the concentration. Students earn departmental honors through distinguished achievement in the courses approved for the concentration and on the Senior Project. A complete description of the Senior Project is available from the department. A minor in German consists of five courses numbered 130 or higher, including 210 and 220. One course in translation may be counted toward the concentration or the minor. Except for literature in translation, all courses are taught entirely in German.

110F First Term German. Thorough introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by cultural and literary texts as well as video recordings. Four hours of class with additional drill sessions and laboratory work. Partsch.

120S Second Term German. Continued development of German grammar and its use in aural comprehension, speaking, reading, and writing. Readings in literature and culture supplemented with video recordings. Four hours of class with additional sessions and laboratory work. Partsch and Toegel.

130F Third Term German. Intensive review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with *Realia* (such as news stories and *Lieder*). Four hours of class and laboratory work. Malloy.

140S Introduction to German Literature and Culture. Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary *Liedermacher*. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Malloy.

210S Survey of German Literature I. Study of major writers and literary movements from the Middle Ages to the Age of Goethe. Includes works by Wolfram von Eschenbach, Sachs, Gryphius and Goethe. (Writing-intensive.) Prerequisite, a 200-level German course. Maximum enrollment, 20. Malloy.

220F Survey of German Literature II. Selected texts of the nineteenth and twentieth centuries introducing major writers and intellectual movements. Authors read include Tieck, Keller, Schnitzler, T. Mann, Seghers, Böll, Brecht and Wolf. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Partsch.

[230F] Composition and Conversation. Advanced practice in writing German prose. Practice in speaking German on a conversational level. Compositions and oral reports. (Writing-intensive.) Prerequisite, 130 or consent of instructor. Maximum enrollment, 20. (Next offered 1997-98.)

240S Composition, Conversation and Contemporary German Culture. Advanced practice in writing and speaking by studying a variety of selected topics pertaining to contemporary German culture. Texts and audiovisual materials will con-

centrate on current politics, the media and the arts. Taught in German. (Writing-intensive.) Prerequisite, a 200-level course or consent of the instructor. After consultation with the instructor, particularly strong students may take this course in conjunction with German 140. Toegel.

[260S] Contemporary German Culture. Emphasizes conversational discussions on a wide variety of topics and questions of current and general interest (e.g., educational system, geography, politics and the arts). Prerequisite, a 200-level course or consent of instructor. (Next offered 1997-98.)

[401F] The Age of Goethe. Study of the literary, intellectual and cultural developments in late eighteenth- and early nineteenth-century German-speaking lands. Origins of the anti-rationalistic *Sturm und Drang* movement and the rise of German classicism. Plays, poems, novels and theoretical texts from Herder, Lessing, Klopstock, Kant, Goethe, LaRoche, Schiller and Hölderlin. (Next offered 1997-98.)

411F The German Romantic Age. Study of the origins and artistic expression of the Romantic movement in Germany from the late eighteenth century to its peak in the early nineteenth century. Focuses on experimentation with social and poetic conventions, attempts to integrate the arts, the artist as prophet and the notion of the journey as a means of self-discovery. Comparison of folk tales (Grimm) with artistic fairy tales as the seeds of surrealism. Prerequisite, 210, 220 or equivalent. Malloy.

420S From Empire to Republic: Twentieth-Century German Literature. Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the *Jahrhundertwende* and the Weimar Republic. Authors read include Fontane, C.F. Meyer, Trakl, Rilke, Hofmannsthal, George, Schnitzler and Brecht. Prerequisite, 210, 220 or equivalent. Toegel.

[430S] Topics in German Literature. Readings in literature after 1945, with focus on works dealing with the destructiveness of war and its aftermath; links between science and politics; sociopolitical oppression of women and minorities; and problems of sexual responsibility and psychological development. Texts by Wolfgang Borchert, Marieluise Fleisser, Ingeborg Bachmann, Gerlinde Reinshagen, Peter Weiss and others. Prerequisite, 210, 220 or equivalent. (Next offered 1997-98.)

[440S] Modern Literature of the German-Speaking Countries. Study of post-1945 literature focusing on the emergence of two contrasting Germanies: Berlin, the divided city, models of contemporary life at home and in the workplace; violence in society; and the *Neuanschluss* leading to unification. Texts by Bachmann, Böll, Braun, Grass, Kirsch, Wolf and others. (Next offered 1997-98.)

550F Senior Project. Independent work consisting of the preparation and presentation of a research paper, translation or another project designed by the student. Open to seniors only. Required of senior concentrators. Malloy.

German Literature Courses in Translation

[160S] From Monarchy to Modernism: Austria and its Literary Tradition. Examines the rich cultural and literary heritage of Austria, with emphasis on its specific national identity. Focuses on representative works of major Austrian writers spanning the period from the fall of the monarchy to the present, including *fin de siècle* Vienna, the *Anschluß* (annexation) and literature after 1945. Writers include Ebner-Eschenbach, Freud, Schnitzler, Hofmannsthal, Rilke, Bachmann and Bernhard. No knowledge of German required. (Next offered 1997-98.)

[170S] Death and Dying: Views of Mortality in German Literature and Film. Interdisciplinary study of German film and literature with focus on the experience of death. Special attention to the process of transformation from literary text to cinematic vision. Novels include Remarque's *All Quiet on the Western Front*, Thomas Mann's *Death*

in Venice, Klaus Mann's *Mephisto* and Böll's *The Lost Honor of Katharina Blum*. No knowledge of German required. Maximum enrollment, 40. (Next offered 1997-98.)

[180S] Fairy Tales, Myths and Legends. A survey of German ballads, *Singspiele,* and narrative texts including representative works from the medieval age, the eighteenth and nineteenth centuries, and the modern age. Texts include *The Song of the Nibelungen* (considered both as a prose work and in its Wagnerian incarnation), fairy tales of the Brothers Grimm, Schubert's settings of Goethe's ballads and Kafka's *Metamorphosis.* Works read not only as literary documents but as indices of the cultural, sociological or political development of German-speaking lands. All texts and classwork in English. (Next offered 1997-98.)

195S Over My Dead Body: The Anatomy of Murder in German Culture. An interdisciplinary examination of aesthetic (re)constructions of serial, sexual, political and mass murder. Examples from literature, film and the visual arts ranging from the Enlightenment to the present. Writers include Hoffmann, Hauptmann, Mann, Kafka, Brecht and Süskind. No knowledge of German required. Maximum enrollment, 40. Partsch.

Russian

Faculty

John Bartle (F,S) Andrew J. Swensen
Franklin A. Sciacca

The department offers a complete program of instruction in the Russian language. Beginning in the first-year course, particular attention is paid to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close readings of Russian literature in the original at the third-year level. Courses in Russian literature and culture in translation are offered in the Russian Studies program. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies.

110F Russian for the 21st Century: Elementary Russian I. An introduction to the speaking, reading and writing of contemporary Russian. Emphasis on colloquial expression and practice in the etiquette of common social situations. Includes a field trip to the Russian Monastery in Jordanville, N.Y. Sciacca.

120S Russian for the 21st Century: Elementary Russian II. Continued development of skills in spoken and written Russian. Class activities include film presentations and the production of a Russian-language video. Prerequisite, 110 or equivalent. Sciacca.

210F Intermediate Russian I. Development of skills in language proficiency, grammatical accuracy and cultural understanding using realistic contexts. Prerequisite, 120 or equivalent. Sciacca.

220S Intermediate Russian II. Introduction to the language of popular culture, including contemporary film and music. Vocabulary organized to include such topics as current events, daily life and the changing business environment. Prerequisite, 210 or equivalent. Swensen.

[300F] Readings in Russian Literature. Analysis and discussion of works by nineteenth- and twentieth-century Russian authors such as Gogol, Dostoevsky, Nabokov and Solzhenitsyn. Emphasis on conversation and composition. Conducted entirely in Russian. Prerequisite, 220. (Next offered 1997-98.)

310F Russian for Business. Conversation and composition course focusing on the language and culture of the emerging business world of Russia. The course is designed to help students achieve proficiency in business communication skills in Russian. Conducted entirely in Russian. Prerequisite, 220. Swensen.

320S *Pravda* and *Izvestiia*: Reading the Russian Press. Focus on gaining functional proficiency in reading and speaking about current events. Particular attention paid to the stylistic nuances of the language of Soviet and post-Soviet news reporting. Conducted entirely in Russian. Prerequisite, 300 or 310, or consent of instructor. Swensen.

[330S] Russian Film and Television. Close study of the language of Russian visual media. Particular attention paid to style and content. Continued work on vocabulary and reading skills. Conducted entirely in Russian. Prerequisite, 300 or consent of instructor. (Next offered 1997-98.)

Government

Faculty

Alan W. Cafruny (S), *Chair*
Frank M. Anechiarico (F,S)
Vincent A. Auger
Carol A. Drogus
Theodore J. Eismeier
Philip A. Klinkner
Cheng Li (S)
Mark I. O'Gorman
Stephen W. Orvis
David C. Paris (F)
Patrick F. H. J. Peters
Kathleen E. Smith (F)
Brian Urquhart
Paul G. Wyckoff

The department offers concentrations in Government, World Politics and Public Policy as follows:

Government

A concentration in Government consists of nine courses: two from among 112, 114, 116 and 117, with at least one of those two being writing-intensive, and seven at the 200 level or above. These seven must include one course at the 300 level and the Senior Project. The Senior Project may be completed in one semester (550) or two semesters (550-551). To qualify for honors in Government, a student must have an 88 average in departmental courses and have completed with distinction 550-551. A minor in Government consists of five courses, including at least two at the 200 level or above.

World Politics

A concentration in World Politics consists of 11 courses. The core requirements are 112 and 114, one of which must be writing-intensive, one course from 291, (292) or 358, and the Senior Project which may be completed in one semester (550) or two semesters (550-551). To complete the concentration, students are also expected to study specific nations and regions in the international system by choosing one of the following six options:

International Relations. Government 386; three courses from 290, 340, 355 and 381; two other courses in Anthropology, Economics, Government, History or Sociology, chosen in consultation with the adviser and dealing with foreign areas and/or international relations. Government 386 should normally be completed by the end of the junior year.

Area Studies. Government 310, 337 or 363; one of five area specialties, as follows, each of which requires competence in an appropriate language, chosen in consultation with the adviser, as demonstrated by successful completion of four semesters of language instruction. The fourth-semester language course counts as one course toward the concentration. Government 310 or 337 should normally be completed by the end of the junior year.

Africa: Four additional courses, including 218, chosen in consultation with the adviser;

Asia: Four additional courses, including 211, chosen in consultation with the adviser;

Latin America: Four additional courses, including 216, chosen in consultation with the adviser;

Russia and Eastern Europe: Four additional courses, including 213, chosen in consultation with the adviser;

Western Europe: Four additional courses, including 214 and 355, chosen in consultation with the adviser. Concentrators specializing in English-speaking European states will be expected to take 386 in place of a language.

Additional preparation in foreign languages and economics is recommended for students contemplating a career in international affairs.

To qualify for honors in World Politics, a student must have an 88 average in concentration courses and have completed with distinction 550-551.

Public Policy

The department administers an interdisciplinary concentration in Public Policy. For a full description, see "Public Policy."

Term in Washington Program

The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in Government, and up to two may be counted toward a concentration in World Politics or Public Policy. To qualify for the program, a student must have taken at least one of the following: 221, 251, 290, 329, 334, 338, or obtained the consent of the department. The program is not restricted to those concentrating in Government. It is also open to selected students from other colleges.

112F,S Comparative Politics. Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. (Spring sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 40 (Fall); 20 (Spring). Cafruny (Fall); Smith (Spring).

114F,S International Relations. Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. (Fall sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 20 (Fall); 40 (Spring). Li (Fall); Auger (Spring).

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process, and in general, the distribution of political power in American society. (Spring sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 40 (Fall); 20 (Spring). Eismeier (Fall); Klinkner (Spring).

117F Introduction to Political Theory. Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality and justice. (One section is writing-intensive.) Open to junior and senior non-majors with consent of instructor only. (Same as Philosophy 117.) Rubino.

[211S] Politics in China. Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization and China's increasing integration into the world economy. Prerequisite, 112 or 114. Maximum enrollment, 40.

[213F] Politics in Russia and the C.I.S. Examination of politics after the collapse of communism in the former Soviet Union, from historical and comparative perspectives. Focuses on the failure of Gorbachev-era reforms and the disintegration of the Union. Topics include the rise of ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and Russia's new role in the international arena. Prerequisite, 112 or 114. (Same as Russian Studies 213.) Maximum enrollment, 40.

214F Politics in Western Europe. Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics

and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114. Maximum enrollment, 40. Cafruny.

216S Politics in Latin America. Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights and political problems of economic development. Prerequisite, 112 or 114. Maximum enrollment, 40. Drogus.

218S Politics of Africa. Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of multi-party democracy across the continent and its future prospects. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment (particularly debt and the agrarian crisis). Prerequisite, 112 or 114, or Africana Studies 101. (Same as Africana Studies 218.) Maximum enrollment, 40. Orvis.

[221S] Political Parties and Interest Groups. Examination of the role of interest groups and political parties in the United States. Competition within and between political parties; theories of partisan realignment. Interest groups in democratic theory and practice. Prerequisite, 116. (Next offered 1997-98.) Maximum enrollment, 40.

227S State and Local Politics. Analysis of politics in American states and localities, including elections, party systems, political institutions and policymaking. Perspectives on federalism. Prerequisite, 116. Maximum enrollment, 40. Eismeier.

230F Data Analysis. Introduction to practical data analysis. Focuses on basic skills needed to begin, engage in and interpret research done in political science and public policy. Includes statistical and computer analyses. Not open to students who have taken Economics 265. Maximum enrollment, 40. Wyckoff.

[239S] Gender and Politics in Latin America. How does gender influence the incorporation of citizens into the processes of political and economic development in Latin America? What implications does women's activism hold for women and for politics? Examination of several theories of gender difference and their implications for women's politics. Specific topics include suffrage and the definition of citizenship, women's status under various types of political and economic regimes, elite and working class women's organizations and the meaning of feminism in Latin America. (Writing-intensive.) Prerequisite, 112 or one course in Women's Studies. (Same as Women's Studies 239.) (Next offered 1997-98.) Maximum enrollment, 20.

[241S] Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process and questions of individual rights. Prerequisite, 116 or a course in American history (Next offered 1997-98.) Maximum enrollment, 40.

244F Nationalism and Communal Conflict. The evolution of nationalist, ethnic and religious conflicts in the post-Cold War world. The causes, implications and potential resolutions to such conflicts. The origins, history and power of nationalism; the causes of recent communal conflicts; and their potential resolution. Cases include India, South Africa and other African countries, Yugoslavia, the former Soviet Unions and ethnic/racial nationalism in the United States. Prerequisite, 112 or 114. Maximum enrollment, 40. Orvis.

251S Introduction to Public Policy. For full description, see Public Policy 251.

[260S] Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260.

[270S] Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy. Prerequisite, 117 or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 40.

280F The Politics of Gender. The impact of gender on politics and the value of studying politics from a female perspective. Topics include differences and changes in political socialization, communication, media coverage, public opinion and voting behavior; women as public leaders; gender and competing for elective office; the existence and importance of women's issues; and public policy and gender. Attention also to feminist theories of citizenship, the state and linkage between feminism and political theory more generally. (Writing-intensive.) Prerequisite, 116 or 117. Maximum enrollment, 20. Drogus.

290F U.S. Foreign Policy. Analysis of competing explanations of U.S. foreign policy. Focuses on issues and problems in the post-Vietnam era. Examination of post-Cold War opportunities and constraints facing U.S. foreign policy. Maximum enrollment, 40. Auger.

291F International Political Economy. Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness, and the rise and impact of newly industrializing countries such as South Korea and Taiwan. Prerequisite, 114. Not open to students who have taken 292. Maximum enrollment, 40. Peters.

310F Comparative Political Development. Analysis of contending theories of political development, focusing principally on the creation of strong states and other political institutions. Topics include the influence of culture on political development, the impact of imperialism and colonialism, the role of the military, the development of political parties, political reform, revolution, nationalism and ethnic conflict, and democratization. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Orvis.

[311F] Transitions to Democracy. Investigation of democracy in theory and practice through an analysis of the breakdown of democratic regimes and transitions to democracy. Focuses on modern transitions in Latin America and Southern and Eastern Europe. Problems considered include the role of elites in transition, the resurgence of civil society and military intervention. (Writing-intensive.) Prerequisite, 112 or consent of instructor. Maximum enrollment, 20. (Next offered 1997-98.)

314S Transformations in East European Politics. Investigation of the political and economic transitions in the former Communist nations of Eastern Europe (including the Baltic republics and the former Yugoslavia). Emphasis on problems of democratization, nationalism and marketization since the revolutions of 1989. (Writing-intensive.) Prerequisite, 112 or consent of instructor. (Same as Russian Studies 314.) Maximum enrollment, 20. Smith.

319F The World Community: Fact or Fiction? Linowitz seminar on the history and role of international organization. Consideration of the evolution of peacekeeping through the United Nations and other multilateral organizations. Assessment of arguments regarding the possibility of collective security in the post-Cold War era. Prerequisite, 112 or 114, and consent of the department. Maximum enrollment, 12. Urquhart.

321F Term in Washington: Congressional and Executive Internships. Two consecutive six-week internships–first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns assume some operational responsibility in each office and gain a perspective

on legislative and executive roles in the public policy process. For prerequisites, see above. Does not count toward the concentration. Offered credit/no credit only. Anechiarico.

323F Term in Washington: Intern Participant-Observation. Participants in the program asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Anechiarico.

325F Term in Washington: Seminar. An academic seminar focusing on the public policy process and national issues. Anechiarico.

327F Term in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Anechiarico.

329F The American Electoral Process. Examination of the various components of the American electoral process, including voting behavior, the role of issues, money, political parties, candidates and the mass media. Focuses on national politics, particularly contemporary presidential elections. Prerequisite, 116. Maximum enrollment, 40. Klinkner.

334S Congress and the Presidency. Examination of sources of cooperation and conflict between the legislative and executive branches of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and congressional decision-making in foreign and domestic policy. Prerequisite, 116. Not open to students who have completed 228. Maximum enrollment, 40. Eismeier.

[335S] The Criminal Justice System. A survey of the laws and institutions that comprise the criminal justice system in the United States. Study of leading constitutional cases on criminal due process and critical analysis of leading theories on the causes and control of criminal behavior. Particular attention to police behavior and the evolution of correctional policy and institutions. (Writing-intensive.) Prerequisite, 241. (Next offered 1997-98.) Maximum enrollment, 20.

[337S] Politics of Industrial Societies. The political economy of the advanced capitalist states of Europe, North America and Japan. Concentrates on state regulation of the economy (state intervention and industrial policy), social welfare and distributive issues, and the effects of various patterns of political and social division on policy results. (Writing-intensive.) Prerequisite, 112, 116 or 214. Maximum enrollment, 20.

338F American Public Administration. Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption and ethics regulation, public contracting and the organization of public works, and public personnel policy. (Writing-intensive.) Prerequisite, 116 or 251. Maximum enrollment, 20. O'Gorman.

[339S] East Asian International Relations. Examination of structural, cultural ideological and organizational factors that have shaped the foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open door policy, the possibility of a Pacific Economic Community and regional security issues. Emphasis on the interaction of politics and economics, the linkages between domestic and foreign policies, and the interdependence of major powers and small states. Prerequisite, 112 or 114. (Next offered 1997-98.) Maximum enrollment, 40.

[340F] Race and American Democracy. Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial

equality have advanced and declined throughout American history and the role of race in current American politics. Prerequisite, 116, 251 or consent of instructor. (Same as Africana Studies 340.) Maximum enrollment 40.

341F China's Cultural Revolution. Analysis of the causes, dynamics and consequences of the Chinese Cultural Revolution. Emphasis on the role of the individual (Mao), institution and ideology. Readings include social science studies and literary works written by both foreign observers and Chinese witnesses. Also, comparison with other violent social movements in the twentieth century. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Li.

351F,S Environmental Politics. Examination of history, actors and issues in world and American environmental policy making. Comparison of theories of environmentalism (conservation, sustainable development, deep ecology). Investigation of structure and actors making environmental policy. Survey of current issues of environmental policy (air, sea/water, energy and waste land). Special emphasis on New York State issues (Adirondacks, radioactive waste, acid rain, Fresh Kills). Prerequisite, 116 or 251, or consent of instructor. Maximum enrollment, 40. O'Gorman.

354S Science and Technology Policy. Investigation of themes, institutions and historical development of policy making in science and technology (S&T). Examination of definition of S&T policy. Survey of S&T policy history, from Industrial Revolution and cotton gin to Information Age and world wide web. Focus on historical development of American S&T policy themes (Basic v. Applied Science, civilian v. military). S&T policy issues surveyed in telecommunications/internet, health, space and environment. Prerequisite, 251 or consent of instructor. Maximum enrollment, 40. O'Gorman.

[355S] The European Community in World Affairs. Examination of the origins and development of the European Community. Topics include theories of economic and political integration; evolution of EC institutions; relations between the EC and the United States, Eastern Europe and the Third World; development of the European monetary system; problems of European political cooperation. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20.

356S AIDS and Health Policy. Intensive survey of policy issues related to AIDS and its relationship to general health policy topics. Discussion of world and American history of AIDS and HIV, and current social and political health policy themes. Focus on New York State health care and response to AIDS. Comparative investigation of construction and effectiveness of public and private AIDS policy infrastructures. Analysis of AIDS policy approaches as compared to other general health policy issues (rural/urban care delivery, insurance support, scientific discovery v. medical diagnosis and treatment, rights and discrimination). Prerequisite, 117 or 251, or consent of instructor. Maximum enrollment, 40. O'Gorman.

[358F] International Law and Organization. Investigation of the history, theory and contemporary practice of international law. Topics include basic principles of international law; theoretical and normative debates; evolution of the United Nations system and contemporary peacekeeping and humanitarian operations; the just war; law of self-determination; intervention in civil wars, domestic anarchy or genocide; international economic organizations; women and international law; and international war crimes tribunals. Prerequisite, 114. (Next offered 1997-98.) Maximum enrollment, 40.

363S Political Economy of Development. Examination of theories and issues in the relationship between economic and political development in the "Third World." Issues include the role of government in agricultural development and industrialization, international debt, the effects of bilateral aid, World Bank and IMF programs, population growth, women in development, and trade. Cases include China, India, Africa, the East Asian NICs and Latin America. (Writing-intensive.) Prerequisite, one of the following: 211, 216, 218, 291, 310 or consent of instructor. Maximum enrollment, 20. Orvis.

[374S] War and Politics. Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of, and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 114. (Next offered 1998-99.) Maximum enrollment, 20.

375S Educational Reform and Ideology. Examination of reform movements in public education. Discussion of purpose(s) of public education in a liberal democratic society and political conflicts over education. Prerequisite, 116 or 117, or consent of instructor. Maximum enrollment, 40. Paris.

[376S] American Political Tradition. Examination of American values and their roles in the political system. Emphasis on the relationship between American ideals and institutions. Prerequisite, 116 or 117, or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 40.

[381S] National Security Policy. Intensive examination of issues and theories in U.S. national security policy. Topics include the defense budget, defense organization, civil-military relations, weapons procurement, industrial-base preservation, personnel policy, strategy formulation, U.S. security interests in Europe and Asia, global-arms proliferation and the use of force. (Writing-intensive.) Prerequisite, 290 or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 20.

382F Topics in Public Policy. For full description, see Public Policy 382.

386F Theories of International Relations. Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. Should be completed by the end of the junior year. (Writing-intensive.) Prerequisite, 114. Maximum enrollment, 20. Auger.

[395S] Seminar: Topics in U.S. Foreign Policy. Analysis of the politics and processes that produce U.S. foreign policy decisions. Emphasis on the integration of case study and theoretical materials. Evaluation of the ethics of foreign policy decisions. Prerequisite, 290 or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 12.

550-551 Senior Project. A one- or two-semester senior project, culminating in a thesis. Required for all concentrators in the department. Open to concentrators only. The Department.

History

Faculty

Esther S. Kanipe, *Chair*
Douglas Ambrose
Allison G. Dorsey-Ward
Simon R. Doubleday
Maurice Isserman (F,S)
Shoshana Keller
Alfred H. Kelly (F)
Maureen C. Miller (F,S)
Robert L. Paquette
Elizabeth Regosin
Eugene M. Tobin
Thomas A. Wilson

A concentration in History consists of 10 courses. Each concentrator must take a 100-level history course at Hamilton, and no more than one 100-level course may be counted toward the concentration. At least four courses must be at the 300 level or higher. A concentrator's history courses should provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, Russia and the United States, and in-depth experience in one of them. The department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Concentrators may fulfill the department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401-403: one course credit each)

Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C⁻) of one 400-level research seminar. These courses may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay, or primary research, culminating in an original essay.

Senior Thesis (550: one course credit)

Concentrators with a departmental grade point average of 88 or higher may, with the permission of the department, pursue an individual project under the direct supervision of a member of the department. Students may earn departmental honors through distinguished achievement in their coursework, including 550.

A minor in History consists of five courses, of which only one can be at the 100 level and at least one must be at the 300 level or higher, as approved by the department.

A student wishing to be certified to teach social studies in grades 7-12 must take Education 200, 300, 376, 377 and 378; Psychology 235; Rhetoric and Communication 333; Government 375 and complete a concentration in history or government. Coursework must include Government 116; Anthropology 113 or 114; two courses in American History and one history course outside American History, with only one of these three History courses at the 100 level; Sociology 190; Government 241; Economics 100; and one Social Science course dealing with non-Western culture.

102F Atlantic World in the Era of the Slave Trade. Survey of the development of the world economy from the fifteenth to the nineteenth centuries, with emphasis on the interrelations of Western Europe, Africa and the Americas. Stress on basic skills in the study of history. (Same as Africana Studies 102.) Maximum enrollment, 40. Paquette.

[103F] Trade, Travel and Conquest in the Mediterranean, 500-1500. Introduction to the cultures and political entities that ringed the Mediterranean in the Middle Ages. Emphasis on cultural, political and economic interaction of Byzantium, the Islamic World and Western Europe. Topics include the rise of Islam and its effects; pre-modern political organization (empires, caliphates and kingdoms); travelers and traders (Marco Polo and Ibn Battuta); Holy War (the Crusades and the rise of Saladin); piracy. Stress on basic skills in the study of history. Maximum enrollment, 40.

105F Introduction to East Asian Cultures: China and Japan. General introduction to the cultures of China and Japan, with emphasis on the distinctive characteristics of each. Lectures on religio-philosophical and literary developments, political institutions, social and gender hierarchies and the Chinese and Japanese languages. Stress on basic skills in the study of history. Maximum enrollment, 40. Wilson.

109F,S The Emergence of Modern Western Europe, 1500-1815. Survey of transformation of Western Europe from the Renaissance through Napoleon. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. Maximum enrollment, 40. Ambrose.

110F The Civilization of Greece and the Near East. For full description, see Classical Studies 110.

111S Women in Modern Europe. Survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment and communities; women's struggles as religious, revolutionary and/or feminist rebels. Stress on basic skills in the study of history. Maximum enrollment, 40. Kanipe.

[117F] Europe Since 1815. A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic and cultural developments. Stress on basic skills in the study of history. (Next offered 1997-98.) Maximum enrollment, 40.

[120F] Roman Civilization. For full description, see Classical Studies 120.

124S The Silk Road: Crossroads of Cultures. Introduction to the role of cross-cultural contact as a driving force in history. Study of the Silk Road, from China to the Mediterranean basin, a conduit for people, goods and ideas from prehistorical times to 1500 CE. Issues of trade, language, religion, art and political power as Chinese, Turks, Mongols, Persians, Arabs, Greeks and others interacted along this vital route. Stress on basic skills in the study of history. Maximum enrollment, 40. Keller.

[125S] Ireland: Myth and History. A topical survey of Irish history from the pre-Christian era to the present. Themes of heroism and martyrdom, English colonial domination, rebellion and its cultural resonances, and emigration and family history. Stress on basic skills in the study of history. Maximum enrollment, 40.

126F U.S. Women's History. Survey of U.S. women's history from the colonial era to the present. Attention given to women's changing roles in the family, work and community. Emphasis on diversity of women's experiences. Stress on basic skills in the study of history. Maximum enrollment, 40. Regosin.

127S The American West, 1850 to the Present. An introduction to the history of the American West, beginning with western expansion in the decade prior to the Civil War and tracing the development of an "American" culture in the region between the Mississippi River and the Pacific Ocean. Focuses on the diversity of cultures in the West, including the experiences and contributions of first nation peoples, African-Americans, Latinos and Asian Americans. Stress on basic skills in the study of history. Maximum enrollment, 40. Dorsey-Ward.

128F,S Visions of Spain: The King and the Director. Comparative study of Spain under Philip II (1556-98) and General Franco (1939-75). Themes include personality and leadership; colonialism and ethnicity; religion and intolerance; repression and resistance; bullfighting; and the uses and abuses of art, literature and flamenco. Stress on basic skills in the study of history. Maximum enrollment, 40. Doubleday.

201S Introduction to American Studies. For full description, see American Studies 201.

203F African-American History to 1865. A survey of the social, political and economic history of African-Americans from the 1600s to the Civil War. Focuses on

slavery and resistance, racism, the family, women and cultural contributions. Prerequisite, one 100-level history course or Africana Studies 101, or consent of instructor. (Same as Africana Studies 203.) Maximum enrollment, 40. Dorsey-Ward.

204S African-American History from 1865 to the Present. The experiences of the African-American community from Reconstruction, through industrialization and Northern migration, the Harlem Renaissance and Pan Africanism, to the World Wars and the civil rights movement. Analysis of the construction of "race" in each period and the diversity of the Black experience in America. Prerequisite, one 100-level history course or Africana Studies 101, or consent of instructor. (Same as Africana Studies 204.) Maximum enrollment, 40. Dorsey-Ward.

206F Medieval Europe. A survey of Western Europe 500-1500. Emphasis on interpretive questions such as whether there was a "Dark Ages" in the half-millennium after the barbarian invasions; when and where was the age of chivalry; whether there was a twelfth-century Renaissance; whether life improved in late-medieval times; and what we know of family life. Prerequisite, one 100-level history course. Maximum enrollment, 40. Doubleday.

212S Modern Germany: 1789 to the Present. Political, cultural and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division and unification. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kelly.

[214F] France Since 1789. A survey of developments in state-society relations in modern France, with an emphasis on political revolutions, long-term economic transformations, changing roles of class and gender in social organization and impact of the World Wars. Prerequisite, one 100-level history course. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

218F Europe in the Twentieth Century. Social, economic and demographic developments in Europe since 1914. Emphasis on the impact of the two World Wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, one 100-level history course. Maximum enrollment, 40. Kanipe.

221F Early Russian History From Rurik to Alexander II. A survey of Russian history from the tenth century Kievan Rus' to the end of the Crimean War. Emphasis on the development of Russia from scattered principalities to empire and its struggle for identity between Europe and Asia. Prerequisite, one 100-level history course. (Same as Russian Studies 221.) Maximum enrollment, 40. Keller.

222S Modern Russian History: 1861-1991. Russia from the emancipation of the serfs to the collapse of the Soviet Union. Emphasis on political and social changes and continuities throughout the late tsarist and Soviet periods. Prerequisite, one 100-level history course. (Same as Russian Studies 222.) Maximum enrollment, 40. Keller.

[225F] Modern European Intellectual History: 1600-1830. Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism and German idealism. Prerequisite, one 100-level history course. (Next offered 1997-98.) Maximum enrollment, 40.

226S Modern European Intellectual History: 1830 to the Present. Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism and existentialism. Prerequisite, 225 or consent of instructor. Maximum enrollment, 40. Kelly.

228F The Family in Modern History. A study of marriage, sex and the family from the sixteenth through the twentieth centuries in Europe and America. Prerequi-

site, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kanipe.

241F American Colonial History. A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences. Prerequisite, one 100-level history course. Maximum enrollment, 40. Ambrose.

[242S] The Old South: From Colony to Nation. Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Prerequisite, one 100-level history course. Maximum enrollment, 40.

[245S] American Women and Work Through 1865. A study of women and their work in the pre-industrial and early industrializing United States. Topics include women's unpaid household labor, the work of servant and slave women, and women's paid labor. Examination of women's shared work experiences and the diversity of work experiences among women of different races, classes and regions. Emphasis on relations between women's economic and family roles. Prerequisite, one 100-level course in history. Maximum enrollment, 40.

248F African Dimensions in Latin America. For full description, see Africana Studies 248.

[250S] The Rise and Fall of International Communism. How the rise and fall of the international communist movement shaped the history of the twentieth century. Events, ideas, personalities and political culture of international communism, from its triumph in Russia in 1917 through its challenges to the existing order in Europe, Asia and the United States. Prerequisite, one 100-level history course. Maximum enrollment, 40.

251S Nineteenth-Century America. A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, one 100-level history course. Maximum enrollment, 40. Paquette.

253F The Age of Reform: The United States, 1890-1940. A survey of American political, economic, cultural and social life from the end of the nineteenth century through the start of the Second World War. Topics include Populism, Progressivism, the First World War, the Roaring Twenties, the Great Depression and the New Deal. Prerequisite, one 100-level history course. Maximum enrollment, 50. Regosin.

254S Recent American History: The United States, 1941 to the Present. A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics include the Second World War, the Cold War, McCarthyism, the civil rights movement, the Sixties and their aftermath, and the Reagan Revolution and its aftermath. Prerequisite, one 100-level history course. Maximum enrollment, 50. Regosin.

256S Medieval Spain. Explores the kingdoms of Christian and Islamic Spain, 711-1504: the age of El Cid, exotic Moorish palaces and the infamous Spanish Inquisition. Prerequisite, one 100-level history course. Maximum enrollment, 40. Doubleday.

[260F] Latin America. A survey of the forces that have shaped Latin American societies, with an emphasis on the modern period. Examination of changes and continuities in the hispanicization and resistance in indigenous communities, the role of religion in society and politics, dependency and underdevelopment, race and gender

in national identity, and urban and rural popular and political cultures. Prerequisite, one 100-level history course. Maximum enrollment, 40.

268S Race and Baseball. Examination of twentieth-century race relations through the filter of the National Negro Baseball League from turn of the century to integration of major league baseball in the 1950s. Focus on segregation, desegregation, relationship between sport and public image, and racial constructions of manhood. Prerequisite, one 100-level history course. Maximum enrollment, 40. Regosin.

[270F] Cultural and Political Traditions of Japan. Survey from late prehistoric times to the unification of Japan under the Tokugawa government. Focuses on the interplay between native and foreign cultures in early Japan, political and social tensions between regional power and central authority, and the role of Shinto and Buddhism in Japanese culture. Prerequisite, one 100-level history course. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

[272S] Modern Japan: 1600 to the Present. Survey from the unification of Japan under the Tokugawa government to the post-World War II reconstruction. Focuses on the social impact of economic reforms on the samurai class, nativism and nationalism, fascism and the Pacific War, and the effects of the cultural tradition on post-war Japan. Prerequisite, one 100-level history course. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

275S Modern Middle Eastern History. A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. Examination of the Muslim response to European Imperialism, political and cultural developments, and the impact of the Cold War and the foundation of Israel. Prerequisite, one 100-level history course. Maximum enrollment, 40. Keller.

277S Conservative Thought in the United States. A survey of important conservative thinkers and their writings, from the Founding Fathers to the New Right. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Paquette.

280F Cultural and Political Traditions of China. Survey from the late neolithic cultures to the consolidation of empire in late imperial times. Consideration of such topics as feudalism in ancient China, Confucianism, Taoism and Buddhism; the decline of aristocratic rule and the emergence of the Confucian gentry and civil bureaucracy in late medieval times. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Wilson.

282S Narratives of Nationhood. What is a nation? Examination of nationhood as geo-political, ethnic and cultural constructions; how these ideas are expressed in the literatures of China, Vietnam, Japan, Hong Kong/Macao, India, as well as Asian diasporas, particularly in the Americas; and how they relate to war, colonialism, modernization, exoticizing other and genocide. The aim is to scrutinize these constructions and nationalist strategies on the basis of theoretical writings of Barthes, Sartre, Foucault, Siad and others associated with cultural studies. One weekly session meets with French 282 to discuss theories of narrative and nationalism. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 20. Wilson.

[285] Modern China: 1644 to the Present. Survey from the height of imperial power in the Ch'ing dynasty to the early post-Mao era. Consideration of such topics as the intellectual reforms in the Ch'ing; the arrival of the Western powers; Marxism and Maoism and the revolution: from opposition to the monarchy and anti-imperialism to civil war and social transformation. Prerequisite, one 100-level history course. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

[289S] Renaissance and Reformation Europe. A survey of Western Europe in the fifteenth and sixteenth centuries, focusing on the Humanist movement and its

relation to the religious Reformations, Protestant and Catholic. Prerequisite, one 100-level history course. Maximum enrollment, 40.

[301S] The Philosophy of History. An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness, and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in Philosophy. (Same as Philosophy 301.) Maximum enrollment, 20.

302F Black Reconstruction. An in-depth study of the post-Civil War Reconstruction of the American South from the perspective of the African-American community. Focuses on W.E.B. Du Bois's classic work, *Black Reconstruction in America*, with specific treatment of reconstruction in Alabama, South Carolina and Georgia. Discussion of African-American community development and organization in the face of growth of a legal and social system of racial segregation and repression. Analysis of the community's goals and achievements within the framework of the larger American society, with special emphasis on the socio-economic traditions and culture of the African-American population. (Writing-intensive.) Prerequisite, 203 or 251, or consent of instructor. (Same as Africana Studies 302.) Maximum enrollment, 20. Dorsey-Ward.

[304S] The French Revolution. A detailed examination of the French Revolution, including its origins, events and key personalities, and its consequences socially, politically and economically. Special attention to historiographical issues. (Writing-intensive.) Prerequisite, 214 or 225, or consent of instructor. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

306S Topics in Medieval History. Topic for Spring 1997: The Black Death and its Aftermath. Examines the socio-economic, political and cultural impact of the most destructive pandemic in European history, with special focus on England. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20. Doubleday.

[307S] African-American Families in Slavery and Freedom. The historical, social, political, cultural and economic forces that affected the organization of African-American families. Emphasis on the nineteenth century, especially on the transition from slavery to freedom, the acquisition of legal sanction, and the ways in which American society has perceived "the African-American family" and the effect of such perceptions on the place of African-Americans in American society. (Writing-intensive.) Prerequisites, 203 or 204, or consent of instructor. Maximum enrollment, 20.

310S African-American Women's History. General survey of the history of African-American women from colonial times to the present. An examination of the uniqueness of the Black female experience through the lens of the intersection of race, class and sex in American society. Study of the lives of Black women from slavery to Reconstruction, northern migration, the Civil Rights movement and the development of a contemporary Black feminism. Primarily a historical treatment, with inclusions of literature and political commentary from Black women writers and activists. (Writing-intensive.) Prerequisite, 203 or 204, or consent of instructor. (Same as Africana Studies 310 and Women's Studies 310.) Maximum enrollment, 20. Dorsey-Ward.

[314F] Nazi Germany. Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the Holocaust. (Writing-intensive.) Prerequisite, 212 or 218, or consent of instructor. Maximum enrollment, 20.

[319F] History of Ireland. Selected topics in the history of Ireland from the pre-Christian era to the present, including heroism and martyrdom, English colonial domination, rebellion and its cultural resonances, emigration and family history.

Emphasis on film and primary sources. (Writing-intensive.) Prerequisite, any 200-level European history course. Maximum enrollment, 20.

[329F] Seminar in European Intellectual History. A detailed study of the works and influence of an individual seminal thinker or school of thought. (Writing-intensive.) Prerequisite, 225 or 226, or consent of instructor. Maximum enrollment, 12.

337S Seminar in Chinese Intellectual History: Confucianism. Examination of Confucian thought and ritual practice from Confucius and his immediate disciples, its syncretic reformulation in the Han dynasty, to its revival in the eleventh century, and the New Confucian movement of the twentieth century. Emphasis on reading primary texts in intellectual and ideological contexts in order to scrutinize the native terms in which Confucians understood themselves and their place in society and history. (Writing-intensive.) Prerequisite, 270, 280, 285 or consent of instructor. (Same as Philosophy 337.) Wilson.

[338S] Heroes and Bandits in Chinese History and Fiction. Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian* and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280 or 285, or consent of instructor. (Same as Comparative Literature 338.) (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

340S Studies in Twentieth-Century Europe. Topic for Spring 1997: World War I. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Kanipe.

341S Studies in American Colonial History. Topic for 1997: Culture and Community in Early America. Examination of development of and interactions among European, African and Native American communities in colonial America. Emphasis on cultural adaptation, retention and creation; cultural heterogeneity and homogeneity. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 20. Ambrose.

[343S] Seminar: Revolutionary America. Examination of American society, 1760-1790. Emphasis on internal tensions; imperial relations; revolutionary movement, war and its consequences; independence and establishment of new political and social order. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 12.

[344F] Studies in Women's History. Examination of a topic in the history of European and North American women. (Writing-intensive.) Prerequisite, one 200-level course in European or American history, or one 100-level history course and one course in Women's Studies, or consent of instructor. (Same as Women's Studies 344.) (Offered in alternate years.) Maximum enrollment, 20.

345F Studies in Russian History. Topic for 1996: The Imperial Experience. Advanced study of the Russian Empire from 1700 to 1917. Examines the political, social, economic and artistic upheavals of this period, which were sponsored by the tsars and ultimately destroyed the tsars. (Writing-intensive.) Prerequisite, 221 or 222, or consent of instructor. (Same as Russian Studies 345.) Maximum enrollment, 20. Keller.

350F Slavery and the Civil War. A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln and military strategy. (Writing-intensive.) Prerequisite, 251, or Africana Studies 101, or consent of instructor (Same as Africana Studies 350.) Maximum enrollment, 20. Paquette.

[352S] Women and the American Social Reform Tradition. An examination of women's participation in the issues and movements that have shaped American politics and society from the eighteenth through the twentieth centuries. Topics include women in the early republic, evangelical Protestantism, temperance, women's rights and women's suffrage, abolitionism and women's participation in the Civil War, populism and progressivism, settlement houses, the labor movement, the New Deal, civil rights and the women's liberation movement. (Writing-intensive.) Prerequisite, 251 or 253, or consent of instructor. (Same as Women's Studies 352.) Maximum enrollment, 20.

[353S] Seminar on the Sixties. Examination of a critical period in recent U.S. history, with special attention to the civil rights movements, the Vietnam War, campus protest and the origins of the women's movement. (Writing-intensive.) Prerequisite, 253 or 254, or consent of instructor. Maximum enrollment, 20.

359S Studies in American Progressivism. An intensive study of the major political, social and intellectual transformations in American society between 1890 and 1940. Emphasis on the Progressive Era, World War I, the era of alleged "normalcy" in the 1920s, the Great Depression and the New Deal. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 12. Tobin.

360F Seminar: Mythical Histories in China and Japan. Examination of how history is used to legitimate or critique political institutions such as the Japanese emperor, philosophical regimes such as Confucian state orthodoxy in China and Japan, and social conditions such as women's rights and duties in an extended Chinese family and Marxist Revolution. Emphasis on scrutiny of primary Chinese and Japanese texts in translation based on recent cultural theories such as deconstruction and feminism. (Writing-intensive.) Prerequisite, 270, 272, 280 or 285, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Wilson.

[372S] The Crusades. Examination of the expansion of Western Europe into the Eastern Mediterranean through the crusading movement. Emphasis on the development of the concept of Holy War; cultural conflict and assimilation; and the social, economic, political and religious conditions in Western Europe that gave rise to the Crusades. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20.

378F Topics in American Biography. Examination of biography as a form of historical writing. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods, role of individual in American history and subject's relation to ideas of "America" and "American." (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20. Ambrose.

381F Seminar in American Studies: Regionalism in the United States. For full description, see American Studies 381.

385S Topics in African History. For full description, see Africana Studies 385.

401F Research Seminar in American History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

402S Research Seminar in European History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

403S Research Seminar in East Asian History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option.

Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment, 12. The Department.

550F,S Senior Thesis. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required of candidates for departmental honors. The Department.

551S Senior Thesis. A project limited to senior concentrators in History, resulting in a thesis expanded beyond the work of History 550. Prerequisite, 550 and consent of instructor. The Department.

Latin American Studies

Faculty Program Committee

Dennis Gilbert, *Chair (Sociology)*
Carol A. Drogus *(Government)*
Susan Sánchez-Casal *(Spanish)* (F)
Bonnie Urciuoli *(Anthropology)*

The interdisciplinary minor in Latin American Studies consists of five courses selected from the list below. Government 216 or Sociology 225, History 260, and at least one of the indicated courses in Spanish are required. Students considering courses at other institutions in the United States or abroad should consult as early as possible with Professor Gilbert.

Africana Studies

248 African Dimensions in Latin America
260 Survey of Caribbean and Latin American Literature in Translation

Government

216 Politics in Latin America
239 Gender and Politics in Latin America

History

260 Latin America

Sociology

225 Latin American Society
360 Seminar on Mexico

Spanish

140 Fourth Term Spanish
200 Advanced Spanish
201 Spanish for Native Speakers
230 The Latino Experience
240 Latin American Civilization I
241 Latin American Civilization II
260 Introduction to Spanish American Literature
285 Hispanic Cinematic Voices
315 Modernismo
320 Contemporary Latin American Novel
321 Contemporary Latin American Narrative in Translation
325 Twentieth-Century Latin American Poetry
342 Latin American Women Writers

Mathematics

Faculty

Richard E. Bedient, *Chair*
John T. Anderson
Vivian Anderson
Sally Cockburn
Robert Kantrowitz
Timothy J. Kelly
Larry E. Knop (S)
Robert Redfield

A concentration in Mathematics consists of the required courses 113, 114, 224, either 235 or 251, 314, 325, 437 and two electives, of which at least one must be at the 300 level or higher. Students who begin the calculus sequence with 114 may substitute 115. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 200 may be counted as an elective toward the concentration. Students may earn departmental honors by completing courses that satisfy the concentration with an average of not less than 91, and by taking a third elective that is at the 300 level or higher. A minor in Mathematics consists of 113, 114, 224 and two mathematics electives, of which at least one must have 224 as a prerequisite.

100S Statistical Reasoning and Data Analysis. An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social and behavioral sciences. Not open to students who have taken Anthropology 325, Economics 265, Government 230, Psychology 280 or Sociology 302. May not be counted toward the concentration or the minor. Maximum enrollment in each section, 25. Cockburn.

109F,S Pre-Calculus Problem Solving. An approach to pre-calculus mathematics stressing problem solving, with special emphasis on the concept of function in algebra and trigonometry. Designed specifically for those who may wish to go on to calculus. Placement subject to approval of the department. May not be counted toward the concentration or the minor. Maximum enrollment in each section, 25. J. Anderson.

113F,S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. Four hours of class. The Department.

114F,S Calculus and Analytic Geometry. A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Four hours of class. Prerequisite, 113 or placement by the department. Successful completion of 114 carries credit equivalent to 113 for advanced placement students. The Department.

115F Vector Calculus. Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem and applications to science, engineering and other areas. Prerequisite, 114 or consent of instructor. Cockburn.

123S Discrete Mathematics. An introduction to the basic ideas and techniques of discrete mathematics. Topics include logic, set theory, relations and functions, induction and recursion, counting techniques and probability, graphs, formal languages and abstract machines. The Department.

201F,S Topics in Mathematics. Weekly meetings, including guest lectures, faculty and student presentations and an introduction to the mathematical literature. One-quarter course credit. Prerequisite, permission of the department. May be taken more than once with consent of the department. The Department.

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications. (Writing-intensive.) Prerequisite, 113 and either 114 or 123. Maximum enrollment in each section, 20. The Department.

235S Differential Equations. Theory and applications of differential equations, including first-order equations, second-order linear equations, series solutions, systems of equations, introduction to partial differential equations and Fourier series. Prerequisite, 114 and 224. Bedient.

251F Probability Theory and Applications. An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions and the central limit theorem, with applications to other disciplines. Prerequisite, 114 and 224 (may be taken concurrently). Knop.

261S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, Euclidean geometry and Euclidean geometry studied by non-traditional methods. Prerequisite, 224 or consent of instructor. J. Anderson.

313F Knot Theory. An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields. Prerequisite, 224. Bedient.

314F,S Real Analysis I. An introduction to analysis. Topics include sequences, series, continuity and metric spaces. (Writing-intensive.) Prerequisite, 114 and 224. Maximum enrollment, 20. The Department.

315S Real Analysis II. A continuation of 314. Topics include normed linear spaces, function spaces, Weierstrass approximation theorem and contraction mapping theorem. Prerequisite, 314 or consent of instructor. (Offered in alternate years.) Kantrowitz.

[318S] Complex Analysis. An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory. Prerequisite, 314. (Offered in alternate years.)

323S Graph Theory and Combinatorics. An introduction to the theory and applications of graph theory and combinatorics, suitable for both mathematics and computer science concentrators. Topics include generating functions, recurrence relations, inclusion-exclusion, transversal theory, covering circuits, graph colorings, independent set, planarity. Prerequisite, 123 or 224. Cockburn.

324S Linear Algebra II. A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors, and inner product spaces. Prerequisite, 224. Kantrowitz.

325F,S Modern Algebra. A study of fundamental algebraic structures. Systems with one or two binary operations such as groups, rings and fields. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. The Department.

[326S] Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry and applications. (Offered in alternate years.)

[336F] Topics in Differential Equations. Topics include non-linear systems of ordinary differential equations, partial differential equations and models from a variety of disciplines. Prerequisite, 235.

[338S] Numerical Analysis. Interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 224 and Computer Science 241.

352S Statistical Theory and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. The Department.

361F Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues and continued fractions. Prerequisite, 325 or consent of instructor. (Offered in alternate years.) The Department.

437F Senior Seminar in Mathematics. Study of a major topic through literature, student presentations and group discussions. Choice of topic to be determined by the department in consultation with its senior concentrators. Prerequisite, permission of the department. Maximum enrollment in each section, 12. The Department.

450F,S Senior Research. A project for senior concentrators in Mathematics, in addition to participation in the Senior Seminar. Prerequisite, consent of department. The Department.

Medieval and Renaissance Studies

Faculty Program Committee

Edward Wheatley, *Chair (English)*
Lydia R. Hamessley *(Music)* (F)
Roberta L. Krueger *(French)* (F,S)
Margaret O. Thickstun *(English)* (S)

The program in Medieval and Renaissance Studies offers a minor consisting of five courses, taken in at least three departments, from the following two groups. In addition, students who elect this minor are required to emphasize one of the two epochs, the Medieval or the Renaissance, in their course selections, although they are also encouraged to explore the continuities between them. The minor consists of either: 1) History 206 (Medieval Europe), three courses from Group A, and one course from Group B; or 2) History 289 (Renaissance and Reformation Europe), one course from Group A, and three courses from Group B.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

Group A: Medieval Studies

[201F] Topics in Medieval and Renaissance Studies. Study of moral issues in education from antiquity to the present, with focus on the medieval period. Topics include educational philosophy, the formation of the self, spiritual instruction, gender and class, etiquette and conduct, and critiques of education in medieval and contemporary contexts. Readings from popular drama, autobiography, courtesy literature, sermons, romance from Abelard to Rabelais and selected modern texts. (Writing-intensive.) (Same as Comparative Literature 201 and French 201.) Maximum enrollment in each section, 20.

Art

270 **Medieval Art History**

Comparative Literature

371 **Dante: *The Divine Comedy***

English

221 **The World of Beowulf**
222 **Chaucer and Constructions of Narrational Authority**
322 **The Making of English**
323 **Middle English Literature**
423 **Seminar: Medieval Drama**

French

220 **Arthurian Legend and the Problem of the Other**
304 **The Quest for Love and War in Medieval French Romance**

History

103 **Trade, Travel and Conquest in the Mediterranean, 500-1500**
124 **The Silk Road: Crossroads of Cultures**
206 **Medieval Europe**
306 **Topics in Medieval History**
372 **The Crusades**

Music

301 **"To Combine the Harmonies with the Words:" The Changing Relationship of Music and Text in the Middle Ages and Renaissance**

Religious Studies

123 **Christianity and Culture I: From the Fall of Rome to the Reformations**
431 **Seminar in Judaism**

Spanish

300 **Medieval Spanish Literature**

Group B: Renaissance Studies

Art

282 **The Renaissance**
403 **Seminar in Renaissance Art**

Comparative Literature

475 **Shakespeare Around the Globe: Traditions and Experiments**

English

225 **Shakespeare**
228 **Milton**
327 **Topics in English Renaissance Literature**
352 **Poetry of the Renaissance and Twentieth Century**
425 **Seminar: Women Writers in the English Renaissance**
427 **Seminar: Elizabethan and Jacobean Drama**

French

306 **Comic Visions in Early French Literature**

History

289 **Renaissance and Reformation Europe**

Music

301 **"To Combine the Harmonies with the Words:" The Changing Relationship of Music and Text in the Middle Ages and Renaissance**

Spanish

305 **Masterpieces of Golden Age Literature**
380 **Cervantes' *Don Quijote***
381 **Cervantes' *Don Quijote* in Translation**

Music

Faculty
Robert G. Hopkins, *Chair*
Lydia R. Hamessley (F)
G. Roberts Kolb
Samuel F. Pellman
E. Michael Richards
Michael E. Woods (S)

Special Appointments
Suzanne Beevers
Stephen Best
Steven Button
Daniel Carno
Edward Castilano
Paul Charbonneau
Richard Decker
Charles W. England
Anita Firman
Linda Greene
Steven Heyman
Lauralyn Kolb
Ursula Kwasnieka
Raymond W. Larzelere
Laurance A. Luttinger
George Myers
Colleen Roberts Pellman
Barbara Rabin
John Raschella
Monk Rowe
Kazuko Tanosaki
Joyce M. Ucci

A concentration in Music consists of 205-206, 209-210, 450-451; one-half credit in 281; and one performance credit. In addition, the concentration requires two full-credit courses at the 300 level and one other full-credit course numbered 150 or higher, including at least one from among 154, 157, 160 and 316. For the Classes of 1997 and 1998, the concentration in Music consists of 111-112; 201, 202, 203, 204, or their equivalent; 450-451; two full-credit courses that come from the same subdiscipline (such as 157 and 257, 160 and 213); and one course credit from among 121-122, 131-132, 141-142 and 221-222. Concentrators fulfill the Senior Project in Music by completing 450-451 and an examination in musicianship, including keyboard skills. A more complete description of the Senior Project is available from the department. Students contemplating graduate work in music should consult with a member of the department at an early date. Departmental honors can be earned through distinguished achievement in course work and in the Senior Project.

A minor in Music comprises five courses: 109, 205, 206; one course credit from among 121-122, 131-132, 141-142 and 221-222; and one other full-credit course. For the classes of 1997, 1998 and 1999, a minor in Music consists of 111-112; two courses from among 201, 202, 203 and 204; and one course credit from among 121-122, 131-132, 141-142 and 221-222.

105F Musical Perception. An introduction to the study of musical perception from the listener's standpoint. Consideration of the reasons for differences in musical perception, taste, style and structure through examples taken from non-Western music, Western classical music and American popular music, including jazz, rock and blues. Examination of how musical perception gives rise to musical meaning. Evaluation of the influence of society and technology on the perception of music. No previous knowledge of music required. Not open to students who have taken 106 or 107. Maximum enrollment, 40. Hopkins.

106S Music and Culture. A listening course that examines musical styles, beliefs, practices and conventions throughout various Western and non-Western traditions, including popular, folk and art music. Emphasis on the problems of musical meaning, transmission of musical traditions, the relationship of music to broader cultural contexts and intercultural influences on the development of musical styles. No previous knowledge of music required. Not open to students who have taken 105 or 107. Maximum enrollment, 40. Hamessley.

107S The Musical Process. Development of listening skills through examination of musical materials and conventions, and their use in selected works from the traditions of Europe, America and East Asia. Consideration of problems encountered in the transmission of musical meaning between composer, score, performer and listener through active participation in this process, including group composition and performance exercises and attendance at a variety of music performances. Comparison of musical models to models from other disciplines. No previous knowledge of music required. Not open to students who have taken 105 or 106. (Offered in alternate years.) Maximum enrollment, 40. Richards.

109F,S Fundamentals of the Theories of Music. Intensive training in the fundamentals of music from many traditions. Beginning work in ear-training, dictation and sight-singing, in addition to regular written assignments. Ability to read music in at least one clef is recommended. Maximum enrollment, 40. Hopkins (Fall); S. Pellman (Spring).

121-122 Solo Performance. The study of music through lessons and performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello and contrabass. Half-hour tutorial. May be started either in the fall or spring semester. One-quarter course credit each semester. Not open to seniors. A fee is charged. The Department.

123-124 Applied Music. The study of music through lessons in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello and contrabass. Half-hour tutorial. May be started either in the fall or spring semester. One-quarter course credit each semester, based on evaluation of Satisfactory/Unsatisfactory. Not open to seniors. A fee is charged. The Department.

131-132 Solo Performance. The study of music through lessons and performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello and contrabass. Hour tutorial. May be started either in the fall or spring semester. One-half course credit each semester. Not open to seniors. Prerequisite, consent of instructor. A fee is charged. The Department.

133-134 Applied Music. The study of music through lessons in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello and contrabass. Hour tutorial. May be started either in the fall or spring semester. One-half course credit each semester, based on evaluation of Satisfactory/Unsatisfactory. Not open to seniors. A fee is charged. The Department.

141F-142S Group Performance. The study of music through performance in one or more of the following groups: Brass Choir (England), Chamber Ensemble (Myers), College Choir (Kolb), College Hill Singers (Kolb), Jazz Ensemble (Woods [Fall], Rowe [Spring]), Jazz Improvisation (Woods [Fall]), Oratorio Society (Kolb), Orchestra (Richards) and Woodwind Ensembles (Richards). One-quarter course credit each semester. The course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for, more than one group and may accumulate as many as four credits in the course that can be counted toward the number of courses required for graduation. The Jazz Improvisation and Oratorio Society sections are evaluated Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. The Department.

154S Music of the World's Peoples. A study of selected cultures around the world, including Native American music of North America, sub-Saharan African music, African-American music in the United States, Latin American music and the classical traditions of India, Indonesia, Japan and China. Consideration given to musical style and the role of music in these cultures. Not open to seniors. Maximum enrollment, 40. Hamessley.

157F,S Music for Contemporary Media. Experience with the aesthetics and techniques of the modern recording studio, including the uses of sound synthesizers, digital samplers and MIDI. Creative projects using these techniques. Three hours of class and three hours of studio. Not open to seniors. (Offered in alternate years.) Maximum enrollment, 14. S. Pellman.

160F History of Jazz. How to listen to jazz. Origins of jazz, including its African heritage, blues and ragtime. Survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop, cool, funky, fusion and free jazz. Not open to seniors. (Same as Africana Studies 160.) Maximum enrollment in each section, 40. Woods.

[175S] The Physics of Musical Sound. For full description, see Physics 175. (Offered in alternate years; next offered 1997-98.)

181F,S Basic Musicianship. Development of basic skills in dictation, ear-training, and sight-singing. One-quarter course credit each semester. May be repeated for credit. Prerequisite, 109 or 209 concurrently, or consent of instructor. Hopkins (Fall); S. Pellman (Spring).

203F Music of the Classic-Romantic Era. A study and analysis of Western music from C.P.E. Bach and Haydn to Strauss and Mahler. Emphasis on major developments in style. Consideration given to the influence of political, economic, technological and cultural environments upon the development of musical styles. In-depth analysis of several complete works or movements from works. (Writing-intensive.) Prerequisite, 209 or equivalent, or consent of instructor. Maximum enrollment, 20. Hopkins.

204S Music of the Twentieth Century. A study and analysis of Western music from Claude Debussy and Arnold Schoenberg to Krzysztof Penderecki and Pauline Oliveros. Emphasis on major developments in style. Consideration given to the influence of political, economic, technological and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 209 or equivalent, or consent of instructor. Maximum enrollment, 20. Richards.

205F Music in Europe Before 1750. A study and analysis of major developments in style in Western music to 1750. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. Prerequisite, one course from among 101, 105, 106, 107, 109, 154 and 160, or consent of the department. Maximum enrollment, 40. Kolb.

206S Music in Europe and America Since 1750. A study and analysis of major developments in style in Western music since 1750. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. Prerequisite, one course from among 101, 105, 106, 107, 109, 154 and 160, or consent of the department. Maximum enrollment, 40. Hopkins.

[208F] Women in Music. An examination of both European and non-European popular and art music from the perspective of women. Topics include women as performers and composers, the depiction of women in music, musical criticism and cultural values that have affected women's participation in musical life. Prerequisite, one course from among 105, 106, 107, 109, 154 and 160, or Women's Studies 101. (Offered in alternate years; next offered 1997-98.)

209F Counterpoint and Harmony. A study of counterpoint, voice-leading, harmonic progressions and chromatic harmony. Consideration of common processes in music and how they are perceived. Prerequisite, 109 or consent of the department. Not open to students who have completed 112. Maximum enrollment, 40. S. Pellman.

210S Musical Forms. Analytical techniques and analysis of common musical forms from many traditions, including European classical, popular, jazz, folk and other music from around the world. Consideration of common structures in music and how they are perceived. Prerequisite, 209. Hopkins.

[213F] Jazz Arranging. The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded. Prerequisite, 209. (Next offered 1998-99.)

216F Conducting. An introduction to the basic elements of conducting, including baton technique, aural perception and score study. Concurrent participation in a College ensemble required. Prerequisite, 210 or equivalent. Richards.

221-222 Solo Performance. A continuation of 121-122. Half-hour tutorial. One-quarter course credit each semester. Prerequisite, 122. A fee is charged. The Department.

223-224 Applied Music. A continuation of 123-124. Half-hour tutorial. One-quarter course credit each semester. Credit based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, 124. A fee is charged. The Department.

231-232 Solo Performance. A continuation of 131-132 and 221-222. Hour tutorial. One-half course credit each semester. Prerequisite, 132 and consent of instructor. A fee is charged. The Department.

233-234 Applied Music. A continuation of 133-134 and 223-224. Hour tutorial. One-half course credit each semester. Credit based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, 134. A fee is charged. The Department.

[240S] Psychology of Music. Advanced study of musical perception from the listener's standpoint. A cognitive approach to music with particular emphasis on the sensory aspects of music and the perception of musical organization. Examination of the relationships between the theoretical rules of music and the laws of perception and cognition. (Writing-intensive.) Prerequisite, one course from among 105, 106, 107, 109, 154 and 160. (Same as Psychology 240.) (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

[250F] Orchestral Masterworks. A study and analysis of selected major orchestral works from the eighteenth, nineteenth and twentieth centuries. Examination of the development of orchestral and musical styles, the evolution and development of musical instruments, techniques of orchestration and the changing role of the conductor. Prerequisite, one course from among 105, 106, 107, 109, 141, 142, 154 and 160. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

[257F] Music and Technology. Survey of various ways in which contemporary musical styles and tastes, both popular and avant-garde, have been shaped by contemporary technology. Also, examination of ways in which previous musical styles have been shaped by the prevailing technology. Includes studio work on creative projects involving advanced techniques with contemporary media. Prerequisite, 157. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 14.

258S Opera. Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo, Don Giovanni, Otello, The Turn of the Screw* and *Candide.* Prerequisite, two courses in music, or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) (Offered in alternate years.) Hamessley and P. Rabinowitz.

266-267 Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring semester. One-quarter course credit each semester. Prerequisite, 157 or 209, and consent of the instructor. S. Pellman.

281F,S Intermediate Musicianship. A continuation of musical skills training from 181. Half-hour tutorial. May be repeated for credit. One-quarter course credit each semester. Prerequisite, 181 or consent of the department. Best.

[301F] "To Combine the Harmonies with the Words:" The Changing Relationship of Music and Text in the Middle Ages and Renaissance. An examination of the relationship between music and text, from their loose alliance to their interdependence, including the ways this relationship was affected by aesthetic and literary ideas of the times. Study and analysis of sacred and secular genres, including troubadour and trouvere lyrics, the fourteenth-century *formes fixes* (French and Italian), the sixteenth-century motet, and Italian and English madrigals. (Writing-intensive.) Prerequisite, 205. (Next offered 1998-99.) Maximum enrollment, 20.

[306S] Johann Sebastian Bach and the End of the Baroque. A study and analysis of the cosmopolitan influences (German, Italian and French) on Bach's music, including cantatas, keyboard works, sonatas and concerti. Examination of the ways in which his music is the culmination of Baroque style. Consideration of the eighteenth-century Doctrine of Affections. (Writing-intensive.) Prerequisite, 205. (Next offered 1998-99.) Maximum enrollment, 20.

[311F] Musical Coherence in the Romantic Era. The study and analysis of musical coherence in selected works of the Western tradition from Beethoven to Mahler. Consideration of issues of aesthetics, style, performance and the influence of the history of ideas. (Writing-intensive.) Prerequisite, 206. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

[316S] Music of the Twentieth Century. The study and analysis of selected works from the Western tradition, including those by major composers from Debussy to Penderecki. Consideration of issues of style, notation, use, technology, performance and the influence of the history of ideas. (Writing-intensive.) Prerequisite, 206. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

331-332 Solo Performance. A continuation of 231-232. Hour tutorial. One-half course credit each semester. Prerequisite, 232 and consent of instructor. A fee is charged. The Department.

333-334 Applied Music. A continuation of 233-234 and 223-224. Hour tutorial. One-half course credit each semester. Credit based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, 234. A fee is charged. The Department.

[366-367] Advanced Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring semester. One-quarter course credit each semester. Prerequisite, 267. (Offered in alternate years; next offered 1997-98.)

431-432 Solo Performance. A continuation of 331-332. Hour tutorial. One-half course credit each semester. Prerequisite, 332 and consent of instructor. A fee is charged. The Department.

433-434 Applied Music. A continuation of 333-334. Hour tutorial. One-half course credit each semester. Credit based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, 234. A fee is charged. The Department.

[450F] Senior Project I. Extensive study of selected musical topics from the various perspectives of composer, performer, historian, theorist and listener. Supervised work on a specific project based on proposals submitted to the department by the end of the student's junior year. Open to seniors only. Prerequisite, 205, 206 and 210; and two from among 301, 306, 311 and 316. (Next offered 1997-98.)

[451S] Senior Project II. Completion of senior project. One-half credit. Prerequisite, 450. (Next offered 1997-98.)

Philosophy

Faculty

Katheryn H. Doran, *Chair*
Amie A. Macdonald
Mark Migotti
Andrew P. Norman (F,S)
Robert L. Simon
Richard W. Werner

A concentration in Philosophy consists of 201, 203, 355, one course from among 100, 200 or 240, and four courses above the 300 level. Concentrators must take one 400-level course from epistemology, metaphysics or philosophy of language, and another from history of philosophy, ethics or aesthetics. Concentrators will normally complete 201, 203, 355 and 100, 200 or 240 by the end of their junior year. Senior concentrators must complete the Senior Program. They may do so either by enrolling in the Senior Seminar (500) in the spring of their senior year and completing a senior thesis, or by completing a senior project in a 400-level seminar offered by the department during the fall or spring of the senior year. Students will be admitted to the Senior Seminar only if a formal thesis proposal submitted in the fall is approved by the department. A complete description of the Senior Program is available in Christian A. Johnson 218. Candidates for honors must have an 88 average in all courses in Philosophy and must submit and successfully defend a senior thesis, based on their work in 500, during the spring semester of their senior year. A minor in Philosophy can be of two kinds: standard (100, 200 or 240, and 201, 203 and two other courses); or correlative (five courses from one field in Philosophy correlative to the field of concentration and approved by the department).

Concentrators in the Classes of 1997 and 1998 may follow either the requirements listed below or those outlined in the 1995-96 *College Catalogue*.

[100] Critical Thinking. An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on strengthening one's reasoning, the recognition of bad reasoning and the evaluation of explanations and arguments. (Writing-intensive.) Open to first-year students only. (Next offered 1997-98.)

110F,S Introduction to Philosophy. An introduction to such philosophical issues as the possibility and nature of morality, the existence of God and the problem of evil, the possibility of free will and the nature of human knowledge. Practice in critically appraising philosophical positions. (Writing-intensive.) Open to first-year students only. Maximum enrollment in each section, 20. The Department.

111S Contemporary Moral Issues. Introduction to moral theory and moral reasoning. Application of moral theories and reasoning to moral problems. (Writing-intensive.) Prerequisite, one course in Philosophy or consent of instructor. Not open to seniors or to students who have taken 222. Maximum enrollment in each section, 20. The Department.

117F Introduction to Political Theory. For full description, see Government 117.

200F Critical Reasoning. Same as Philosophy 100 except 1) greater emphasis on symbolic logic, and 2) not writing-intensive. Not open to students who have taken 100 or 240. Open to sophomores, juniors and seniors only. Maximum enrollment, 40. Doran.

201F History of Ancient Western Philosophy. A study of the philosophical classics from early Greek times to the fall of Rome. Emphasis on Plato and Aristotle. Prerequisite, one course in Philosophy or consent of instructor. (Same as Classical Studies 201.) Werner.

203S History of Modern Western Philosophy. A study of the philosophical classics from Descartes to Kant. Prerequisite, one course in Philosophy or consent of instructor. Doran.

209S Philosophy and Feminism. Philosophical analysis of issues of current concern to feminists. Topics include feminist epistemology and feminist theory; motherhood, parenting and sexuality; the impact of race, class and sexuality in the formation of gender; personal and social identity. Primary emphasis on the evaluation of arguments offered by contemporary philosophers on all sides of these issues. (Writing-intensive.) Prerequisite, one course in Philosophy, or one course in Women's Studies, or consent of instructor. (Same as Women's Studies 209.) Maximum enrollment, 20. Macdonald.

216S Indian Thought. For full description, see Religious Studies 216.

240F Symbolic Logic. A study of formal systems of reasoning and argument evaluation. Maximum enrollment, 40. Migotti.

243S Chinese Religion and Thought. For full description, see Religious Studies 243.

[245S] Science, Culture and Ideology. Examination of a number of influential views of science and their implications. Is there a scientific method? Can science be "objective"? Should the social sciences seek to be value-neutral? What gives the pronouncements of science their peculiar authority? What are the effects on society of science as it is practiced? Open to sophomores, juniors and seniors only. (Next offered 1997-98.) Maximum enrollment, 40.

[260S] Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260.

271F Ethics of Professions and Practices. Examination of ethical issues arising in the professions, in institutions and in human practices. Study of selected ethical problems in law, medicine, education and sport. Prerequisite, one course in Philosophy or sophomore, junior or senior standing. Maximum enrollment, 80. Simon.

[301S] The Philosophy of History. For full description, see History 301.

[305S] Philosophy and Literature. Examination of such topics as philosophical themes in literature, literature as philosophy and philosophical issues in literary criticism. Theoretical readings include Gates, Eagleton, Hooks, Anzaldua, Searle, Putnam and Rorty. Novelists include Ishmael Reed, Alice Walker, Zora Neale Hurston, Toni Morrison, Rosario Ferre and Helena Viramontes. (Writing-intensive.) Prerequisite, two courses in Philosophy or literature, or consent of instructor. Open to sophomores, juniors and seniors only. (Same as Comparative Literature 305.) (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 20.

[321S] Rationality in Revolution: Reason, Science and the Human Predicament. Examination of the scientific revolution and its dramatic impact on the way we perceive, understand and reason about the world. Issues include the nature of epistemological crisis, the influence of training on perception, the limiting (and enabling) aspects of our conceptual inheritance and the social construction of "reality." Open to sophomores, juniors and seniors only. Maximum enrollment, 40.

337S Seminar in Chinese Intellectual History: Confucianism. For full description, see History 337.

[350F] Nineteenth-Century Philosophy. A study of Hegel, Marx, Schopenhauer and Nietzsche. Topics include the nature of knowledge, mind and modernity; the relationship between theory and practice; and the character of philosophical inquiry. Prerequisite, one course in Philosophy or consent of instructor. Open to sophomores, juniors and seniors only. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

355F Contemporary Philosophy. Classic texts and central preoccupations of twentieth-century philosophy. A study of the justification of philosophical views, with a focus on 1) the Logical Positivist attack on metaphysics and normative ethics, 2) Quine's and Goodman's broadly pragmatist critiques of Positivist epistemology, and 3) a comparison of the political philosophies of Rawls and Habermas. (Writing-intensive.) Prerequisite, 203 or consent of instructor. Maximum enrollment, 20. Migotti.

[380S] Philosophy of Law. Inquiry into the nature of law, the authority of law, the character of judicial reasoning and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality and justifiability of judicial reasoning. Prerequisite, 110 or junior standing. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 40.

401F Seminar in Ethics: Feminist Theory. Critical analysis of contemporary theories of women's oppression and identity, with particular attention to differences among and between women: race, class, ethnicity and sexuality. Prerequisite, one course at or above the 200 level in Philosophy or Women's Studies, or consent of instructor. (Writing-intensive.) (Same as Women's Studies 401.) Maximum enrollment, 12. Macdonald.

410F Seminar in History: American Philosophy. A philosophical study of nineteenth-century American philosophy, with emphasis on Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey. Course begins with some work on Emerson and Thoreau's Transcendentalism and examines historical debates over the morality of slavery. (Writing-intensive.) Maximum enrollment, 12. Doran.

[415S] Seminar in the History of Philosophy: Aristotle. Critical discussion of Aristotle's political and ethical theories through close readings of the *Politics, Nichomachean Ethics* and *Eudemian Ethics*, as well as recent commentaries. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Maximum enrollment, 12.

[421F] Seminar in Metaphysics: On What There Is. Detailed inquiry into contemporary philosophic debate among realists, pragmatists and anti-realists. Emphasis on issues relating to the relativism of truth, ontology, and facts and values. Investigation of such metaphilosophical issues as the nature, point and possibility of philosophy. (Writing-intensive.) Prerequisite 203 or 355, or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12.

[424F] Seminar in Metaphysics: Science, Knowledge and Power. A critical look at how knowledge is produced, and the relationship between knowledge and power. Readings from Marx, Nietzsche, Husserl, Heidegger, Gadamer, Habermas and Foucault. (Next offered 1997-98.) Maximum enrollment, 12.

[425F] Mahayana Buddhism. For full description, see Religious Studies 425.

[430F] Seminar in Epistemology: The Problem of Knowledge. Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. Special emphasis on the connection (or tension) between everyday reflection and philosophical theory. Historical and contemporary readings. (Writing-intensive.) Prerequisite two courses in Philosophy or consent of instructor. (Next offered 1997-98.) Maximum enrollment, 12.

[450F] Seminar in Ethics: Ethical Theory. An investigation of twentieth-century ethical theory, focusing on theories of the meaning of ethical terms and on theories of justification in ethics. (Writing-intensive.) Prerequisite, two courses in Philosophy. Maximum enrollment, 12.

[460F] Seminar in Ethics: Contemporary Theories of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. (Writing-intensive.) Prerequisite, 203 or consent of instructor. (Offered in alternate years; next offered 1997-98.) Maximum enrollment, 12.

463S Nietzsche. Close study of Nietzsche's philosophical corpus. Topics include the centrality of the aesthetic, conception of truth and knowledge, critique of metaphysics, morality, religion, the doctrines of becoming, will to power, eternal recurrence, and the *Uebermensch* and Nietzsche's relationship to his philosophical predecessors and to recent developments in Anglo-American and European thought. Prerequisite, two courses in Philosophy or consent of instructor. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12. Migotti.

470S Seminar in Ethics: Technology and Alienation. Inquiry into the impact of technology, bureaucracy and popular culture on human existence and the environment. Emphasis on critical theory, pragmatism, phenomenology and popular culture in their evaluations of technology and the colonization of the life world. Investigation of the possibility of human and environmental liberation. Prerequisite, 203 or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12. Werner.

[495F] Seminar in Philosophy of Language: Words and Objects. An exploration of some of the perennial questions in the philosophy of language about the nature of the connections among language, thought and the world. An investigation of how certain linguistic items designate objects in the world, what it is for an expression to be meaningful, the things that can be done with words and Wittgenstein's legacy to the philosophy of language. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Open to juniors and seniors only. (Same as Rhetoric and Communication 495.) (Offered every third year; next offered 1998-99.) Maximum enrollment, 12.

500S Senior Seminar in Philosophy. Extensive practice in examination of selected philosophical topics. Preparation, examination and revision of senior projects. Macdonald.

Physical Education

Faculty

Thomas E. Murphy, *Chair*
Betsy L. Bruce
Michael Davis
Steven D. Frank
Philip Grady
Melissa M. Hart
Brett C. Hull
Geraldine S. Knortz
Kelley H. McElroy
David W. Thompson
Jason Verduzco
Manfred E. von Schiller

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

1) A physical fitness test (a course is offered for those who do not pass);
2) A swim test (beginning swimming is offered for those who do not pass);
3) A lifetime activity class;
4) and 5) may be met by completing two units of the following:
   proficiency test (one unit only);
   intercollegiate athletics (one unit only);
   wellness seminar (one unit only);
   Adirondack Adventure (one unit only);
   lifetime activity class (unlimited).

Lifetime activity classes offered include the following: advanced conditioning, advanced fitness, aerobics, badminton★, bicycling, fitness, golf★, jogging, lifeguard training, platform tennis, racquetball★, skating★, squash★, tennis★, volleyball, and water safety instructor. A proficiency test is available for those marked with a star (★). Duplicate credit will not be awarded (e.g., varsity tennis player and tennis proficiency or varsity volleyball player and volleyball class credit).

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not graduate without completing it. Students with physical disabilities may enter an individual program approved by the College physician.

Physics

Faculty

Peter J. Millet, *Chair*
Brian Collett
Philip D. Krasicky
Philip M. Pearle
James W. Ring
Ann J. Silversmith

A concentration in Physics consists of 10 courses: 190, 192, 200, 220, 260, 300, 310, 390 or 410, and 550, and one other course chosen from 130, 160, 180, 230, 390, 410 and 420. Prospective concentrators should take 190 and 192 and Mathematics 113 and 114 in the first year, and Physics 200, 220 and 260 in the sophomore year. It is strongly advised that students intending to go to graduate school in Physics elect 390 as well as 410 and 420. For an experimental senior project or a summer research opportunity, students are strongly advised to take 180 or 230. Students who wish to major in Physics but who have taken 101-102, or who have started Physics belatedly, or who have advanced placement in Physics or Mathematics, should consult with the departmental chair.

In the fall semester of the senior year, each concentrator will become involved in a supervised research project and participate in an associated Senior Seminar (550). An experimental (theoretical) senior project requires prior completion of 390 (410). For honors in Physics, outstanding work in the Senior Project is required.

A minor in Physics consists of five courses: 190 and 192 or 101-102, 220 and two other courses (except 150). A minor in Astronomy consists of five courses: 190 and 192 or 101, 102, 160, 220 and an independent study in Astronomy. A student who majors in Physics may not minor in Astronomy.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190 and 192, and Mathematics 113 and 114 in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering adviser. This is also the case for students who have taken 101-102 and have then become interested in engineering. The engineering adviser is Professor Ring.

101F-102S Elementary Physics. The fundamentals of physics, including such topics as Newtonian mechanics, waves and thermodynamics in the first semester, and electricity and magnetism, optics, special theory of relativity and quantum physics in the second semester. Three hours of class and three hours of laboratory. Algebra and trigonometry required. 102 may not be taken as a separate course. Ring, Silversmith and Collett.

[130S] Physics of Architecture. Introduction to why buildings stand up; the physics of materials and of structures. Examples include Roman arches, Gothic cathedrals and bridges. Knowledge of algebra and trigonometry required.

140F Light and the Laser. Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser–how it works and why it is different from conventional light sources. No prerequisite, but familiarity with pre-calculus mathematics recommended. Three hours of class plus some laboratory work. Maximum enrollment, 25. Silversmith.

[150S] The Physicist's View of Nature. The physics of the twentieth century. The ideas of special and general relativity and cosmology, of quantum physics and elementary particles. A course for students not going on in science.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolu-

tion and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of class and one and one-half hours of laboratory. Maximum enrollment, 32. Millet.

170S Energy and the Environment. Energy: what it is, what it can do, how we can utilize it, and the consequences of doing so. Energy conversion and conversion efficiency. Capital energy resources and "renewable" energies. Energy circulation in our world and its crucial role in the functioning of society. Global energy balance and climate change. Household and world energy use and its impact on the environment. Maximum enrollment, 40. Krasicky.

[175S] The Physics of Musical Sound. Physical principles and phenomena associated with musical sound. Topics include vibrations and waves, sound generation, propagation and detection, musical instruments, the voice, hearing, tone quality and sound spectra, musical scales and tuning, and acoustics of concert halls. Three hours of class. (Same as Music 175.) Maximum enrollment, 20.

[180S] Electronics and Computers. Introduction to the basic concepts and devices of electronics. A study of digital circuits and the architecture of computers. Machine language programming, how a computer works, computer interfacing and robotics. Three hours of class and three hours of laboratory. Not open to students who have taken 230. (Offered in alternate years; next offered 1997-98.)

190F The Comprehensible Universe. Introduction to some of the important ideas of physics, with emphasis on special relativity and elementary particles. Discussion of the fundamental physical concepts of particles, fields, kinematics, dynamics, symmetries and conservation laws. Three hours of class and three hours of laboratory. Intended primarily for those who plan to continue in physical science. Prerequisite, Mathematics 113 (may be taken concurrently). Not open to students who have taken 101-102. Pearle.

192S Waves and Fields. The physics of wave motion, the electromagnetic field and its interaction with charged particles, and optics and light waves. Three hours of class and three hours of laboratory. Prerequisite, 190 and Mathematics 114 (may be taken concurrently). Not open to students who have taken 101-102. Collett and Krasicky.

200F Mathematical Methods in Physics. Topics drawn from applied mathematics, including multivariable calculus, linear algebra, vector analysis, orthogonal functions and differential equations, treated in the context of physics. Prerequisite, 102 or 192, and Mathematics 114. Pearle.

210S Computers in Sciences. Overview of various uses of computers across the sciences. Includes techniques of plotting numerical analysis, modeling and simulation. Emphasis on use of methods implemented in high level packages (such as linear algebra packages and differential equation solvers) to address topics chosen from a range of disciplines. Maximum enrollment, 20. Collett.

220F Modern Physics. Experiments and theories that manifest and explain quantum phenomena. Elementary quantum theory of atoms, molecules, solids and nuclei. Applications to such devices as the laser and the transistor. Three hours of class and three hours of laboratory. Prerequisite, 102 or 192, and Mathematics 114. Krasicky.

230S Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors and integrated circuits. Both analog and digital circuits discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Not open to students who have taken 180. Pearle.

260S Mechanics. Principles of classical mechanics, including dynamics of particles, resonance, rotating reference frames, celestial mechanics, rigid body motion and Lagrangian mechanics. Prerequisite, 200 or consent of instructor. Millet.

300S Thermodynamics and Statistical Physics. Properties of large scale systems in terms of a statistical treatment of the motions, interactions and energy levels of

particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 200 and 220, or consent of instructor. Millet.

310F Electricity and Magnetism. Maxwell's equations studied in both differential and integral form. Electrostatics, magnetostatics and electro-dynamics. Introduction to electromagnetic waves and dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 200. Collett.

390S Laboratory Methods in Physics. An exploration of important techniques in experimental physics. Four experiments selected from modern and classical physics to illustrate important methods and approaches. (Writing-intensive.) Detailed, well-written laboratory reports with criticism and revision. Three hours of laboratory. Prerequisite, 200 and 220. Maximum enrollment, 20. Silversmith.

410S Quantum Physics. An exploration of the quantum theory and its applications to physical systems. Prerequisite, 220 and 260. The Department.

420S Vibrations and Waves. Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics, optics and electronics. Prerequisite, 260 and 310. Millet.

550F Senior Seminar. Presentations by each student on his or her Senior Project. Group discussions of these topics. Open to senior concentrators or to others with consent of instructor. The Department.

Program in Teacher Education

Faculty Program Committee
Susan A. Mason, *Director (Rhetoric and Communication)*
Beverly R. Edmondson *(Psychology)*
Timothy J. Kelly *(Mathematics)*
David C. Paris *(Government)* (F)

Though not a concentration, the Program in Teacher Education is a creative, demanding, distinctly liberal arts-based approach to the preparation of highly qualified secondary school teachers. Characterized by an inquiry-oriented, developmental approach to teacher education, the program is integrated into, rather than separated from, the liberal arts curriculum of the College. This organized course of study leads to provisional New York State Teaching Certification for grades 7-12. This certification holds reciprocity with many other states. [Permanent certification requires fulfillment of all provisional certification requirements, as well as 1) satisfactory completion of a one-year supervised internship; 2) a master's degree functionally related to the field of teaching; 3) satisfactory performance on an examination in the subject area of provisional teaching certificate; and 4) satisfactory performance on an assessment of teaching skills. Permanent certification is normally achieved a few years after full-time teaching has begun.]

To become certified to teach grades 7-12 in a subject area (English, Mathematics, Social Studies, French, German or Spanish), a student must successfully complete the following: the College's General Education and physical education requirements, a concentration in an approved discipline (see the director of the Program in Teacher Education and/or a departmental education adviser for these requirements); one year of foreign language study at the college level or its equivalent; two hours of course work in the identification and reporting of suspected child abuse or maltreatment; an examination in the liberal arts and sciences; and seven program courses: Education 200: Issues in Education; Psychology 235: Educational Psychology; Rhetoric and Communication 333: Instructional Communication; Government 375: Educational Reform and Ideology; Education 375: Ethnography of Secondary School Teaching, to be taken concurrently with Education 377: Practicum in Secondary School Teaching (C/NC); Education 378: Instructional Theory and Practice; plus the quarter credit Education 300: Junior Year Field Experience.

Students wishing to be admitted to the program should declare their interest by submitting an "Intent Form" to the director of the Program in Teacher Education by March 1 of their first year of study at the College. Completion of this form will initiate a process of advisement for the proposed program of study and an individual plan to meet the New York State certification requirements. Under no circumstances can application for acceptance into the program occur later than March 1 of the student's junior year of study. Acceptance into the program is contingent upon the recommendation of the department representing the content area for which the student seeks certification as well as the recommendations of program faculty and the director of the Program in Teacher Education.

As early as possible in their course of study at the College, students interested in pursuing the certification option should consult with the director of the Program in Teacher Education.

200S Issues in Education. A formal exploration of the integrated practices of teaching and learning. Study of the role that system-wide assumptions play in establishing overall curricular and instructional goals and the roles that individual teachers and students play in determining how those goals are realized. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural

and pedagogical perspectives. Includes lecture, discussion and small group interaction. Open to sophomores, juniors and seniors only. Kelly.

202F Sociology of Education. For full description, see Sociology 202.

235S Educational Psychology. For full description, see Psychology 235.

300F,S Junior Year Field Experience. Systematic examination, analysis and evaluation of secondary education within a specific school system. Focus on classroom instruction and management and school structures and decision-making processes. Five-day intensive field experience. One-quarter course credit. Maximum enrollment, 20. Mason.

333F,S Principles of Instructional Communication. For full description, see Rhetoric and Communication 333.

375F Educational Reform and Ideology. For full description, see Government 375.

376F,S Ethnography of Secondary School Teaching. Systematic observation of a specific classroom environment prior to and during the practicum teaching experience (377). Examination of classroom discourse and the development and analysis of curriculum. Assessment of the effect social context and relationships have on the enactment of teaching and learning. Maximum enrollment, 15. Open only to students enrolled in 377. Mason.

377F,S Practicum in Secondary Teaching. Classroom teaching in the secondary school environment being assessed in 376. Supervision of curricular development and instruction by a secondary school mentor and the director of the program. Grading C/NC. Open only to students accepted in the Program in Teacher Education. Maximum enrollment, 15. Mason.

378F,S Instructional Theory and Practice. Seminar addressing topics related to educational theory and practice as experienced in 376 and 377. Curricular planning and instruction with an emphasis on systematic evaluation of effective classroom practices. Seminar will employ weekly lectures/discussions with master teachers from various teaching disciplines. Open only to students enrolled in 377. Mason.

Psychology

Faculty

Douglas A. Weldon, *Chair*
Julie C. Dunsmore
Beverly R. Edmondson
George A. Gescheider (S)
Gregory R. Pierce
John M. Rybash
Jonathan Vaughan
Penny L. Yee

Special Appointment

Maria Brané

The department offers concentrations in General Psychology and Psychobiology, as follows:

General Psychology

A concentration in General Psychology consists of nine courses. These must include the following: the introductory survey, 101; two core courses (203 and 280); a course in neuroscience (205, 330 or 332); a course in cognitive psychology (310 or 315); a course in clinical, developmental or social psychology (324, 335 or 337); two electives; and the Senior Project. Departmental honors in Psychology recognize the distinguished achievement of students who excel in their coursework in the concentration and who are awarded distinction in the Senior Project by a vote of the department. A minor in General Psychology consists of 101, 203 and 280; one course chosen from 310, 315, 324, 330, 332, 335, 337, 340 and 350; and one elective.

Psychobiology

A concentration in Psychobiology consists of 12 courses: Biology 110 and 210; Chemistry 111-112, or 120 and 190 or 265; Psychology 101, 205, 280, 330 and 350; one of the following courses in Biology: 222, 225, 331, 333, 336, 337, 444 or 446; one course in Psychology at the 200 level or above (students are encouraged to consider courses that are not strictly psychobiology courses when fulfilling this requirement); and the Senior Project. Departmental honors in Psychobiology recognize the distinguished achievement of students who excel in their coursework in the concentration and who are awarded distinction in the Senior Project by a vote of the department. Students considering graduate work in neuroscience are advised to take Chemistry 223-224, or 190 and 255, Mathematics 113-114 and 140, and Physics 101-102.

Senior Project

The curricula in Psychology and Psychobiology are designed to prepare each student to undertake a senior project consisting of extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The Senior Project can be completed over a period of either one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

101F,S Introductory Psychology. An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior, psychopathology and behavior disorders. Maximum enrollment in each section, 40. The Department.

203F,S Research Methods in Psychology. A comparative investigation of experimental, observational and correlational approaches to the study of individual and social behavior. Examples drawn from all areas of psychology. Laboratory work with human and animal subjects. (Writing-intensive.) Three hours of lecture and two hours of laboratory. Prerequisite, 101. Maximum enrollment, 20. The Department.

205F Introduction to Brain and Behavior. Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psycho-

biological explanations of perception, learning, attention, motivation, emotion and behavior disorders. Prerequisite, 101, or Biology 210, or consent of instructor. Gescheider.

211S Child Development. An introduction to the science of child behavior. Perceptual, cognitive, linguistic, social and personality development from birth through childhood. Prerequisite, 101. Maximum enrollment, 40. Edmondson.

[212] Developmental Psychology: Adulthood and Aging. The study of the biological, psychological and sociohistorical processes that influence adult development and aging; research designs for the study of developmental psychology; the optimization of development throughout the adult years; and the distinctions between normal and pathological aging. Prerequisite, 101. Maximum enrollment, 40.

[216] Social Psychology and Personality. Study of the influences of social contexts and personality characteristics on social behavior. Readings focus on empirical studies of social and personality processes. Emphasis on such topics as historical trends in approaches to the study of social behavior, assessment of personality and group behavior, and current theoretical and methodological issues in personality and social psychology. Prerequisite, 101. Maximum enrollment, 40.

[222] Psychology of Gender. For full description, see Women's Studies 222.

223S Abnormal Psychology. Introduction to the study of abnormal behavior. Historical and cultural perspectives. Current understanding of various disorders (such as affective, thought and personality disorders), including classification systems, diagnostic assessment, treatments and assessment of treatment efficacy. Discussion of research concerning etiology and phenomenology. Prerequisite, 101. Maximum enrollment, 40. Dunsmore.

235F Educational Psychology. The application of psychological theory and research to educational problems. Topics include the cognitive psychology of school learning, academic motivation, measurement of achievement and ability, classroom behavior management and exceptional children. Prerequisite, 101. Maximum enrollment, 40. Edmondson.

[240S] Psychology of Music. For full description, see Music 240.

246S Artificial Intelligence. For full description, see Computer Science 246.

280F,S Statistics in Psychological Research. The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Discussion of methodological and research design in the context of statistical techniques. Hypothesis testing using t-tests, analysis of variance, chi-square, regression and nonparametric techniques. Use of statistical computer programs to analyze data. Prerequisite, 101. The Department.

[301] History of Psychology. An examination of the philosophical, cultural and scientific bases of contemporary psychology. Prerequisite, 101.

310F Attention and Performance. The selection and transformation of information from sensation and memory as they affect perception, learning, cognition and motor performance. Applications selected from reading, decision making, human factors and attentional disorders. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Vaughan.

315S Cognitive Psychology. Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language and problem solving. Emphasis on development of original empirical projects. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Yee.

324S Developmental Psychology. In-depth study of human memory across the life span. Emphasis on an examination of age-related and disease-related processes that influence various facets of memory, and on research methodologies used in the study

of developmental change. Three hours of class and two hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Rybash.

330F Principles of Neuroscience. Study of the structure and function of the nervous system, with particular emphasis on neurophysiology and neuropharmacology. Coverage of recent findings in developmental neurobiology and neural plasticity. Laboratory techniques including intracellular and extracellular recording from muscle cells, sensory neurons and motor neurons. Three hours of class and three hours of laboratory. Prerequisite, 203 or 205, or Biology 210. (Same as Biology 330.) Maximum enrollment, 18. Weldon.

[332] Human Neuropsychology. Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Laboratory work in neuroanatomy, cognitive neuroscience and neuropsychological evaluation. Three hours of class and one hour of laboratory. Prerequisite, 203 or 205.

335F Social and Emotional Development. How views of self and the social world are constructed in early childhood and change with maturation and experience. How emotional experience and regulation change with maturation and life experience. Emphasis on social influences on construction of self- and world-views and on emotional experience and expression. Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Dunsmore.

337S Advanced Social Psychology and Personality Laboratory. Study of the experimental and assessment methods used to investigate social psychological and personality processes. Focuses on the development of original research projects, often conducted in collaboration. Data collection, statistical analyses, papers based on findings and oral presentations. Prerequisite, 203. Maximum enrollment, 20. Pierce.

[342] Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. Prerequisite, 205, or Biology 222, or Chemistry 224. Maximum enrollment, 20.

[345] Seminar in Psychotherapy and Behavior Change. A selective study of psychotherapy theories and their application. Foundation work in the process of psychotherapy will include intensive laboratory work in beginning interviewing and counseling skills. A broad range of theories and their application will be covered. Prerequisite, 203 or 205 or 280, and 223. Recommended to be taken in junior year if field project or internship is planned senior year.

350S Psychophysics and Sensory Physiology. An investigation of the anatomy, physiology and psychophysics of the senses. Introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain and chemical senses. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 205 and 280. Maximum enrollment, 20. Gescheider.

380S Educational and Psychological Assessment. An examination of historical and contemporary contexts of psychological testing. Focuses on the rationale for and uses of psychological testing, the social and ethical implications of testing, technical and methodological concerns, and specific tests as they are used in educational, industrial/organizational, clinical and research settings. Three hours of class and two hours of laboratory. Prerequisite, 203, 280, or consent of instructor. Maximum enrollment, 20. Edmondson.

420F Seminar on Family Relationships: Theory and Research. Focus on the roles played by family relationships in personality development, social behavior and personal adjustment. Emphasis on the empirical bases of theoretical formulations

regarding the nature of family relationships and the mechanisms by which family relationships influence a variety of outcomes for family members. Statistical and methodological techniques used to explore these issues. Prerequisite, 203. Maximum enrollment, 12. Pierce.

455F Field Study in Psychology. Seminar in psychological services combined with eight to ten hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to the population chosen for field work. Discussion topics include methods in provision of psychological, educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology. Prerequisite, one course in psychopharmacology or in social or developmental psychology, and consent of instructor. Open to juniors and seniors only. Enrollment limited, depending on space available in cooperating agencies. Brané.

500F, 501S Senior Project. Supervised research on a specific problem in psychology or psychobiology based on proposals submitted to the department by the end of a student's junior year. Open to senior concentrators. The Department.

Public Policy

Faculty
Paul G. Wyckoff, *Program Director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy.

A concentration in Public Policy consists of 251, 382 and 500-501; Economics 100, 110 and 275; Government 116, 230 and 338; and courses chosen from the following options:

one of the following three courses:
Philosophy 111 Contemporary Moral Issues
Philosophy 271 Ethics of Professions and Practices
Philosophy 380 Philosophy of Law

one of the following two courses:
Philosophy 450 Seminar in Ethics: Ethical Theory
Philosophy 460 Seminar in Ethics: Contemporary Theories of Justice

and one of the following eight "issue areas" courses:
Economics 315 Economics of Gender and Work
Economics 350 Economics of Poverty and Income Distribution
Economics 380 Environmental Economics
Government 335 The Criminal Justice System
Government 375 Educational Reform and Ideology
Sociology 230 Urban Sociology
Sociology 272 Sociology of Poverty
Sociology 315 Seminar on Poverty and Homelessness

Concentrators must complete the following courses by the end of the junior year: 382; Economics 275; Government 116 and 230; one of the required courses in Philosophy; and one of the "issue areas" courses listed above.

No student may declare a concentration in Public Policy without either completing or being enrolled in 251. Students are strongly encouraged to take Government 230 (or Economics 265) in the sophomore year.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for a concentration, with the approval of the program director. Students interested in pursuing graduate study in policy analysis or public management are encouraged to take additional courses in substantive areas of public policy and in mathematics and statistics.

To qualify for honors in Public Policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project. A complete description of the Senior Project is available in Kirner-Johnson 217.

A minor in Public Policy consists of 251, Economics 110 and 275, Government 230 and Philosophy 111 (222). If the student's concentration is in Economics, Government or Philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student's concentration department.

In addition to the required courses, there are many other courses in the College curriculum that will be of interest to Public Policy concentrators. Students interested in the concentration should consult as early as possible with Professor Wyckoff.

251S Introduction to Public Policy. Survey of current policies and issues in areas such as welfare, health care the environment and agriculture. Examination of methods and principles for evaluating policies. Perspectives on policy analysis from economics, philosophy and political science. (Writing-intensive.) Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. (Same as Economics 251 and Government 251.) Maximum enrollment in each section, 20. Wyckoff.

382F Topics in Public Policy. Topic for fall 1996: Education Reform. The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and problem solving by groups. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Maximum enrollment, 20. Wyckoff.

500-501 Senior Project. A two-semester senior project, culminating in a thesis. The Program.

Religious Studies

Faculty

Stephenson Humphries-Brooks, *Chair*
Bernard G. Comeau
Heidi M. Ravven (S)
Richard H. Seager (F)
Jay G. Williams

Special Appointment
Russell T. Blackwood III

A concentration in Religious Studies consists of nine courses, including one entry-level course and one 400-level seminar in which the senior project will normally be completed. At the time when the concentration is elected, the concentrator shall propose a carefully developed program of study including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least B+ (88) achieved in courses approved for the concentration and the completion of 501 with an A- or better. A minor consists of five courses, including at least one course at the 400 level, proposed by the student and approved by the department. Both concentrators and minors should identify themselves to a department member as soon as possible.

105F Origins. An introduction to the study of religion through an analysis of the life, thought and influence of five great figures: Gautama (the Buddha), Lao-tze, Confucius, Jesus and Mohammed. (Writing-intensive.) One lecture and two seminars each week. Open to first- and second-year students only. Maximum enrollment in each section, 20. Williams.

108F Native American Religious Traditions. An introduction to the study of varied religious traditions throughout North America. Emphasis on both historical and contemporary expressions of ritual, ceremony, mythology, spiritual power and shamanism. Maximum enrollment, 40. Comeau.

111F Introduction to Judaism. An analysis of major issues in Judaism through the Bible, history and literature. (Writing-intensive.) Maximum enrollment, 20. Ravven.

117F The History of God. A critical introduction to selected books of the Jewish Scriptures/Christian Old Testament in their religious, historical and literary contexts. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[123F] Christianity and Culture I: From the Fall of Rome to the Reformations. Introduction to major contours of the early Western Christian tradition. Topics include monasticism, ritualism, the cult of the saints, heresy, mysticism and scholasticism. Attention paid to theological, social and cultural developments. Maximum enrollment, 40.

[124S] Christianity and Culture II: From the Scientific Revolution to the Present. Introduction to major developments in modern Christianity. Topics include pietism, evangelicalism and ultramontanism; the challenges posed by science, urbanism and secularism; and the Christian encounter with other religions and cultures. Attention paid to Christianity and competing modern religious world views. Maximum enrollment, 40.

125S The Wonder That Was India. A cultural history of India from earliest times to the arrival of the British. Emphasis placed on religion, the arts and poetry. (Writing-intensive.) Open to first- and second-year students. Three hours of class and two of laboratory. Maximum enrollment, 20. Williams.

130S Varieties of Christian Experience. Christianity in different settings over the past 2,000 years. Topics may include monasticism, mysticism, pilgrimage and Christian ideas in politics and art. (Writing-intensive.) Maximum enrollment, 20, Seager.

204S Navajo Religion and Culture. An examination of the religious beliefs and traditions of the Navajo, both historical and contemporary, as manifest within the larger

context of culture. Topics will include Navajo history, mythology, ceremonialism, art and witchcraft. Maximum enrollment, 40. Comeau.

[206F] The Protestant Impulse in America: Puritans to Plurality. The establishment of the Protestant tradition in the United States and its differentiation. Topics include Puritanism, revivalism and liberalism; the African-American experience; and Protestant women. Primary attention paid to the changing role of Protestantism in nineteenth-century American culture. Maximum enrollment, 40.

[216S] Indian Thought. An introduction to Indian classical philosophical and religious thought. Emphasis on classical texts from Hindu and Buddhist traditions. Modern thinkers such as Vivekananda and M.K. Gandhi also covered. (Writing-intensive.) Prerequisite, one course in Religious Studies or Philosophy. (Same as Philosophy 216.) (Offered in alternate years.) Maximum enrollment, 20.

[220F] New Testament and Hellenistic Greek. For full description, see Greek 220 under Classics.

[224S] Women's Religious Experience in the Greco-Roman World. A survey of the experiences of women in the religious systems of the Greek and Roman civilizations (500 BCE-500 CE). Includes household religions, Dionysus, Isis, the Great Mother, Judaism and Christianity. (Same as Classical Studies 224.) (Offered in alternate years.)

[231F] Literature of the Holocaust. A survey of responses to the Holocaust in fiction, film, memoir, drama and poetry. Readings include selections from the writings of Elie Wiesel, Primo Levi, Appelfeld and Spiegelman. (Writing-intensive.) Maximum enrollment, 20.

240F Classical Mythology. For full description, see Classical Studies 240.

[243S] Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis on the relationships among the self, nature and society in classical Chinese thought. Prerequisite, one course in Religious Studies or Philosophy, or consent of instructor. (Same as Philosophy 243.) (Offered in alternate years.) Maximum enrollment, 40.

250F Exodus. Close reading of the Biblical book of Exodus. Emphasis on reading from a modern Jewish scholarly perspective, including some grasp of Hebrew terms. Attention given to the Exodus motif as a defining category of subsequent Jewish identity and memory. (Writing-intensive.) Maximum enrollment, 20. Ravven.

257S The New Testament. A critical introduction to the literature and history of early Christianity. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[281F] The American Jewish Experience. An exploration of Jewish immigrant life, the adjustment to America, the conflict between generations, the impact of assimilation, anti-Semitism, the Holocaust, the founding of Israel and feminism, through historical sources, memoirs, short stories, novels and films. (Writing-intensive.) (Next offered 1997-98.) Maximum enrollment, 20.

[284S] Religion in the Social Sciences. Examination of social scientific theories of religion in the context of nineteenth- and twentieth-century Western thought. Consideration of how originative social scientific thinkers (Freud, Marx, Durkheim, Weber) developed theories of religion to address a crisis of meaning in Western society and "classic" social scientific writings as modes of exploration and understanding that challenged traditional religious ways of seeing the world.

310S Shamanism. An exploration of the phenomenon of shamanism, with particular emphasis upon Native North American cultures. Discussions will focus upon the nature of the ecstatic trance, the control and utilization of spiritual power and the changing role of the shaman within contemporary Native North American societies.

Popular representations of shamans and the emergence of neoshaminsm will also be examined. (Writing-intensive.) Maximum enrollment, 20. Comeau.

312F Modern Jewish Thought. Intensive study of the thought of major modern Jewish thinkers. Analysis of selected works chosen from such thinkers as Baruch Spinoza, Moses Mendelssohn, Franz Rosenzweig, Martin Buber, Mordecai Kaplan, Emil Fackenheim, Joseph Soloveitchik, Emmanuel Levinas. Maximum enrollment, 40. Ravven.

315S Islamic Thought. For full description, see Philosophy 315.

317F Jesus and the Gospels. A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[330S] Gender, Race, Ethnicity and Religion. Consideration of the ways in which gender, race and ethnicity operate in a variety of religious settings. Attention paid to religion as a force that can oppress, liberate and play a role in identity formation. Material drawn primarily from North America. Prerequisite, one course in Religious Studies or consent of instructor. Maximum enrollment, 12.

336S Apocalypse and the Millennium. Topics include scriptural sources, Satan and the angelic host, Armageddon, millenarian movements in Christian history and visual expressions in film and art. Maximum enrollment, 40. Humphries-Brooks and Seager.

[346S] Pluralism in American Religious History. Comparative survey of the history of the Jewish, Catholic and African-American communities, and of women in the Anglo-Protestant mainstream in the United States. Particular attention paid to issues that illustrate how these different groups have contributed to building a pluralistic society. Prerequisite, one course in Religious Studies or one course in American History. Maximum enrollment, 40.

365S The World of Zen. The history of Ch'an (Zen) Buddhism. Zen texts and their philosophical implications. Zazen as an expression of these implications. The cultural influence of Zen in art, architecture, the tea ceremony and archery. Prerequisite, two courses in Religious Studies or consent of instructor. (Offered in alternate years.) Williams.

[380S] Philosophy as Spiritual Quest. A junior-year colloquium exploring through close reading the salvific or spiritual power attributed to the practice of philosophy by religious-philosophical thinkers from classical Greece to modern times. Readings taken from Greek, Jewish, Islamic and/or Christian works inspired by the Neoplatonic tradition. (Writing-intensive.) Prerequisite, one course in Religious Studies or one course in Philosophy. Maximum enrollment, 20.

[405F] Seminar in Asian Religions. Prerequisite, two courses in Religious Studies or one in Religious Studies and one in Asian history. Maximum enrollment, 12.

407S The Celluloid Savior. A seminar in biblical studies on the representation of Jesus in motion pictures. Prerequisite, two courses in Religious Studies or consent of instructor. Maximum enrollment, 12. Humphries-Brooks.

425F Mahayana Buddhism. A seminar in the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in Religious Studies or consent of instructor. (Offered in alternate years.) (Same as Philosophy 425.) Maximum enrollment, 12. Williams.

[426F] Seminar in Christian Classics: Varieties of Christian Experience. Readings include spiritual autobiography, mystical texts and social thought. Selections drawn from both the European and American traditions. Attention paid to comparison of different Christian world views. Prerequisite, two courses in Religious Studies or consent of instructor. Maximum enrollment, 12.

428S Image, Space and Worldview. The interpretation of sacred images and spaces using textual and visual material. Topics include chapels, temples and secular parallels such as world's fairs. Special attention to Hispanic southwest. Maximum enrollment, 12. Seager.

[431S] Seminar in Judaism. (Next offered 1997-98.)

[445F] Seminar in Feminist Religiosity. Examination of the evolution of the life and thought of Mary Daly, considered as an American spiritual pilgrimage. Attention paid to the historical and religious contexts in which she developed her thought, the controversies she provoked and parallel developments in the religious history of second-wave feminism. Prerequisite, two courses in Religious Studies or consent of instructor. Maximum enrollment, 12.

476S Seminar in Native North American Religious Traditions: Images of Native North America. An examination of the changing popular images and stereotypes, both positive and negative, of Native North American cultures and religious traditions as they have been manifest in film, literature and other forms of media. Discussions will focus upon the societal impact of these images and native responses to them. Maximum enrollment, 12. Comeau.

501F,S Honors Program. A project resulting in a substantial essay supervised by a member of the department. Open to qualified senior concentrators. The Department.

Rhetoric and Communication

Faculty

Richard F. Somer, *Chair* (S)
Susan Ross

Special Appointment

Susan A. Mason

The department provides systematic study of the substance and the process of oral communication with particular attention to their effects upon understanding, agreement and coordinated action among people. To that end, every opportunity will be taken in all courses, whether in theory or performance, to develop the student as an informed and responsible participant in oral communication.

The department contributes to a concentration and a minor in Communication Studies. See "Communication Studies" for the appropriate requirements.

100F Basic Oral Presentations. Abbreviated study of fundamental principles, with emphasis on organization and presentation. Practice in preparing outlines and in delivering a series of expository presentations. Designed for students who wish to enhance confidence in oral delivery skills. Videotaping. Open to juniors and seniors only. One-quarter course credit. Maximum enrollment in each section, 12. Mason.

101F,S Foundations of Oral Communication. Introduction to basic concepts, procedures and methods appropriate to communication in a variety of contexts. Study of the role the mind plays in communication behavior, relationships between self-concepts and communication behavior, the symbolic nature of language and associated nonverbal codes, the significance of listening, and implications and consequences of communication behavior. Development of responsible communication skills. Three hours of class and occasional two-hour laboratory. Open to first- and second-year students only. Somer (Fall); Ross (Spring).

110F,S Public Speaking. Study of the nature, purposes and means of public speaking. Practice in formal expository and persuasive spoken communication. Emphasis on research, audience analysis, organization, ethics and thinking in preparation for effective speaking. Oral and written evaluations, conferences and videotaping. Maximum enrollment in each section, 18. Ross.

192F Understanding Mass Media. Survey and analysis of American mass communication from the audience's perspective. Emphasis on the electronic media. Application of communication theory so as to develop a critical awareness of the persuasive, informative and artistic capabilities and limitations of various media. Topics include history and development, communication environment, responsibilities, controls, functions, effects and trends. Somer.

220S Persuasive Communication. Study and practice in the ways people try to influence each other through oral communication. Theoretical principles applied to various subjects, audiences and situations ranging from public communication to interpersonal bargaining and negotiation. Topics include attitudes and beliefs, identification and congruity, source credibility, strategic choices and ethics. Open to sophomores, juniors and seniors only. Prerequisite, 101 or 110. Maximum enrollment, 18. Ross.

[230F] Leadership and Group Communication. Study of research and practice concerning the mutual influences exhibited by leaders and followers. Emphasis on effective use of communication in group work. Topics include principles, rules and customs that govern group decision-making dynamics. Experiential learning in deliberation and problem solving. Open to sophomores, juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 18.

[240F] The Oral Tradition: From Tales to Texts. Study of stories and selected literary texts through performance. Development of mental and physical responsiveness

for sharing literature with others. Exercises in projection of attitudes, feelings and emotions. Practice in dramatistic analysis and oral presentations. Audio and video recording of performances. (Writing-intensive.) Open to first-year students with previous experience in oral interpretation. (Same as Theatre 240.) (Next offered 1997-98.) Maximum enrollment, 20.

[258S] Nonverbal Communication and Social Interaction. For full description, see Anthropology 258.

[260F] Communication in the Global Village. Study of intercultural and international communication practices. Investigation of roles and effects of cultural and national identities in contexts ranging from interpersonal to mass communication. Analysis of cases involving codified presumption, constricted perceptions and circumscribed interpretations. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

[292S] Media Form and Content. Study of the construction and evolution of broadcast messages and their applications. Analysis of advantages, limitations, restrictions and transformations imposed by the media in conveying information and exerting influence. Review of ethical dimensions in both effective and questionable models of media campaigns. Role of audience attitudes and values in message creation. Laboratory application of electronic media to various communicative purposes. (Writing-intensive.) Open to sophomores, juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 20.

300F Communication Theory. Study of theoretical basis for analysis of human communication. Survey of major theorists. Examination of problematic concepts such as meaning, intent and effectiveness. Construction of theoretical models. (Offered in alternate years.) Ross.

333F Principles of Instructional Communication. Study of theoretical and practical elements of communication required for effective instruction. Strategic approaches to classroom interactions. Topics include self-concept, knowledge of others, Socratic discourse, ethics and prerogatives. Experiential sessions. Maximum enrollment, 18. Mason.

[341S] Organizational Communication. Survey, analysis and application of current theory and research on communication in organizations. Study of the effect of communication on member satisfaction and productivity. Topics include communication structures, functions and contexts in organizations. Development of diagnostic and evaluative instruments. As prerequisite, 101 or 230 recommended. (Offered in alternate years.)

[375S] Seminar: Communication, Language and Gender. Exploration of ways in which communicative and linguistic habits reflect societal values and stereotypical thinking in gender-related issues. Strategies and techniques for changing those habits that negatively affect the personal and professional development of women and men. (Offered in alternate years.)

[392S] Questioning the Media: Criticism of Radio and Television Content. Advanced study of the interpretation and evaluation of media content. Critical issues and multiple perspectives. Topics include technology and culture, power and control, audiences and users, ethics and values, and information management. (Writing-intensive.) Prerequisite, 192 or 292, or consent of instructor. (Offered in alternate years; next offered in 1997-98.)

394F Communication Dynamics of Political Campaigns. Study of candidate-media-electorate interaction, with special attention to presidential campaigns. Analysis of issue development, message construction, audiences and media roles. Development of critical criteria. (Writing-intensive.) Maximum enrollment, 20. Somer.

[495F] Seminar in Philosophy of Language: Words and Objects. For full description, see Philosophy 495.

Romance Languages and Literature

Jeremy T. Medina, *Chair*

The Department of Romance Languages and Literature offers programs of instruction and concentrations in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper-level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

Faculty

Patricia F. Cholakian (S)
Françoise Davis
Martine Guyot-Bender
Roberta L. Krueger (F,S)
Cheryl A. Morgan
Joseph E. Mwantuali
John C. O'Neal

Special Appointment
Naima Kerrouche

A concentration in French consists of eight courses numbered 140 or higher, including 250 or 280, chosen according to one of the three combinations listed below. At least four courses must be taken at Hamilton or in the Junior Year in France Program. French 211 and 212 must be taken before the senior year. French 200 is strongly recommended but is not obligatory as a prerequisite for 211 and 212. Any history, civilization or culture course offered by another department and concentrating specifically on France or another Francophone country may satisfy the 250 or 280 requirement, but will not count as one of the eight concentration courses.

After 140 and in addition to 250 or 280 (or the equivalent), the student may choose one of three options:

1) 200, 211, 212, two 300-level courses and one elective (two if 200 is waived);
2) 200, 211, either 304 or 306, either 308 or 310, and two electives (three if 200 is waived);
3) 200, 212, either 315 or 325, either 335 or 345, and two electives (three if 200 is waived).

Concentrators may not normally fulfill the requirements for the major through the election of a 200-level course during their senior year. All concentrators in French are required to: 1) enroll in a 300-level course in both the fall and the spring semesters of the senior year; 2) complete a substantial research paper in each of those courses; and 3) pass a proficiency examination early in the second semester of that year. A complete description of the Senior Program is available in Christian A. Johnson 202.

To attain honors in French, students must have an average of A- or better in all coursework in the department, and must, during the spring semester of their senior year, complete a separate third course (550) with an average of A- or better on both the required paper and the oral defense.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level.

Students planning to pursue provisional New York State Secondary School Teaching Certification in French must complete all requirements for a concentration in French as well as one semester of study abroad.

Hamilton College Junior Year in France

After a preliminary four-week orientation in Biarritz, students register at the Université de Paris III. In consultation with the director, they select a program of four courses per semester from those offered at Paris III, or at other institutes such as

the Institut d'Etudes Politiques, the Institut Catholique and the Institut Britannique. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The director makes specific course information available to students as soon as possible. A wide variety of courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology and theater are offered. Students are urged to take at least one semester of a language class, and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses offered in 1996-97 is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. Since most university courses are annual courses, final evaluation occurs at the end of the second semester. In addition, the department believes that far greater linguistic and cultural benefits are gained from an academic year in France, rather than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program.

110F First Term French. A thorough grounding in speaking, writing, reading and comprehension. Textbook readings and exercises supplemented by short poems and films. Four hours of class, with additional drill and laboratory work. Intended for beginners. First-year students who follow the sequence through 140 may qualify for the Junior Year in France Program, with consent of the director. Mwantuali.

120F,S Second Term French. Further work in aural comprehension, speaking, reading and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Students placed in 120 should select 120F, which is a general review; 120S is a continuation of 110. Davis.

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Cholakian and Kerrouche (Fall); Kerrouche (Spring).

140F,S Fourth Term French. Intensive practice in oral and written expression. Reading and discussion of selected texts. Introduction to composition. Three hours of class and one hour of discussion. O'Neal (Fall); Mwantuali (Spring).

200F,S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises and conversation. (Writing-intensive.) Taught in French. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Guyot-Bender (Fall); Morgan and O'Neal (Spring).

211F Introduction to French Literature I. Study of representative works of literature from 1800 to the present within their sociopolitical and intellectual context. Special attention given to the literary analysis. Oral participation required. Written and oral reports. Taught in French. Although not a prerequisite, 200 is strongly recommended. Morgan.

212S Introduction to French Literature II. Study of representative genres from the Middle Ages to 1800. Special attention to problems and techniques of literary analysis. (Writing-intensive.) Taught in French. Although not a prerequisite, 200 is strongly recommended. Maximum enrollment, 20. O'Neal.

250F Contemporary France. A study of selected topics pertaining to present-day French society. Discussion, written and oral work. Taught in French. Prerequisite, 140

or consent of instructor. May be taken by students who have had a 300-level course, in which case extra work is required. Cholakian.

[260F] French Women, Then and Now. Selected readings of and about women from the *ancien régime* to the present, as well as women from the Third World Francophone cultures. Study of both literary and non-literary texts, including current periodicals, tapes and films. Taught in French with emphasis on class discussion, independent projects, oral and written reports, with a view to increasing proficiency in reading, writing and speaking. Not open to seniors returning from a year of study in a French-speaking country. Prerequisite, 200 or consent of instructor.

[270S] The Art of Translation. Study of the theory and practice of literary translation in French and English. Comparative analysis of translations of different periods and genres. Students prepare their own translations in English of selected poems or short texts. Taught in French and English. Prerequisite, any 200-level course in French or consent of instructor.

[280F] Francophone Culture. An introduction to cultures of different French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants. Taught in French. Although not a prerequisite, 200 is strongly recommended. Instructor's consent required for those returning from study in France. (Same as Africana Studies 280.) (Offered in alternate years; next offered 1997-98.)

282S Narratives of Nationhood. Critical examination of the problems involved in writing and interpreting narratives in the context of nationhood. One weekly session conducted in French critiques ideas such as authorship, textuality, reception and cultural phenomena such as diaspora, colonialism, orientalism, modernity, fundamentalism, national/cultural conflicts in French narratives from Algeria, Eygpt and France. The second session conducted in English and shared with History 282 includes theoretical writings by Ditley, Collingwood, Barthes, Sartre, Foucault, Derrida, Rushdie, Said. (Writing-intensive.) 211, 212 or 250 highly recommended; 200 required. Guyot-Bender.

295S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Particularly intended to prepare students for study abroad. (Writing-intensive.) Prerequisite, any 200-level course in French or consent of instructor. Departmental consent required for those who have studied in a French-speaking country. Maximum enrollment, 18. Davis.

304S The Quest for Love and War in Medieval French Romance. Examination of the representation of love and social conflict in medieval French romance. Topics include the construction of social class, the exclusion of the Other, the ideology of chivalry and "courtly love." Focus both literary and cultural. Readings in modern French include *Le Roman de Tristan, Les Lais de Marie de France, Yvain, Le Chevalier de la Charrette* and *La Mort du Roi Arthur*. French 212 or 211 highly recommended; French 200 required. Guyot-Bender.

[306F] Comic Visions in Early French Literature. Analysis of comic perspectives on society, language and literature from Old French farce to Beaumarchais, with a focus on the medieval and Renaissance periods. Works and authors include *Aucassin et Nicolette*, the *fabliaux,* Adam de la Halle, the *Farce de Maistre Pathelin*, Marguerite de Navarre, Rabelais, Molière and *Le Mariage de Figaro*. Taught in the original French or in modern French translation when appropriate. Prerequisite, one course beyond 200 or consent of instructor.

308F The Golden Age of French Literature: Politics, Polemics and Passion. Combines a close reading of the seventeenth-century masterpieces that form the basis of French literary culture, with an analysis of the context in which they were produced. Authors include Corneille, Molière, Racine, Lafayette and La Fontaine. Journal writing,

oral reports on research topics and critical essays required. Prerequisite, any 200-level course in French or consent of instructor. Cholakian.

[310S] Libertine Discourse in Eighteenth-Century Literature. A study of the representation of the libertine philosophy in eighteenth-century masterpieces. Special attention given to the different portrayals by men and women. Authors will include Prévost, Laclos, Diderot, Mme de Morency, Marivaux and Beaumarchais. Prerequisite, any 200-level course in French or consent of instructor.

[315S] Nineteenth-Century French Literature: Figuring the Revolution. Study of ways in which the Revolution of 1789 can be said to "haunt" French letters during the first half of the nineteenth century. Special attention to the representations of revolutionary activity, gender, class and race in texts by authors such as Staël, Chateaubriand, Duras, Hugo, Balzac, Girardin, Flaubert, Lamartine and Michelet. Taught in French. Prerequisite, any 200-level course in French or consent of instructor.

325S The Nineteenth-Century Novel and Gender: Balzac to Zola. Exploration of the representation of genders in nineteenth-century novels and art. Figures examined include the dandy, the prostitute, the courtesan, the androgyne and the "new" woman, with attention to aesthetics and socio-cultural contexts. Authors studied include Balzac, Gautier, Flaubert, Huysmans, Zola, Duras, Sand and Verne. Prerequisite, any 200-level course in French or consent of instructor. Morgan.

[335F] Forms of Escape in Early Twentieth-Century French Literature. Study of the representation of the Other in narrative, theater and poetry up until World War II. Topics include recollection, travel, exoticism and the exploration of new literary forms. Authors will include Colette, Proust, Gide, Michaux, Sarraute, Yourcenar and the Surrealists. Course material includes films and paintings. Taught in French. Prerequisite, any 200-level course in French or consent of instructor.

[345S] Twentieth-Century Literature: A New *Fin de Siècle*. Examination of the crisis of representation since 1968. Topics include memory of the war (World War II and the Algerian Revolution), consumerism, immigration and racism. Course material includes literary, theoretical and popular texts as well as films and works of art. Authors studied include Barthes, Foucault, Sarraute, Perec, Djebar, Modiano, Le Clezio, Ernaux and Guibert. Oral participation required. Taught in French. Prerequisite, 211 or 212, or consent of instructor.

355F Studies in Francophone Literature: The African Novel. Critical examination of the novel's evolution from colonial through independence to post-colonial writing. The search for authenticity and answers to problems of narrative technique, oral and written traditions, audience, African feminism, politics and the role of the writer. Authors will include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Andree Blouin, Valentine-Yves Mudimbe, Ahmadou Kourouma, Henri Lopes, Calixthe Beyala, Aminata Sow Fall and Mariama Ba. Taught in French. Prerequisite, any 200-level course in French or consent of instructor. (Same as Africana Studies 355.) Mwantuali.

370F Special Topics: Mind, Body and Soul. An examination of eighteenth-century French discourse on the soul and the related questions of sensibility, consciousness, and morality. Authors will include Voltaire, La Mettrie, Condillac, Helvétius, Diderot and Rousseau. Taught in French. Prerequisite, any 200-level course in French or consent of instructor. O'Neal.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper for students who qualify as candidates for departmental honors. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

French Literature in Translation

[201F] Topics in Medieval and Renaissance Studies. For full description, see Medieval and Renaissance Studies 201.

[220S] Arthurian Legend and the Problem of the Other. Study of the rise of chivalry and the evolution of King Arthur's legend in medieval French literature, with special focus on those whom the Round Table excludes: women, Saracens, peasants, the uncourtly and "others." Consideration of socio-historical context, narrative strategies and the role of the marvelous. Works and authors include Marie de France, Chrétien de Troyes, *The Romance of Silence* and selections from the monumental *Lancelot-Grail* cycle, ending with the *Death of King Arthur.* Taught in English; no knowledge of French required.

[235F] Fictions of the Self. Readings in the theory and practice of French autobiographical writing from the Middle Ages to the twentieth century, with special attention to the role of gender and class in self-fashioning. Authors studied include Abelard, Montaigne, Rousseau, Chateaubriand, Sand, Colette and Beauvoir. (Writing-intensive.) Taught in English. No knowledge of French required. (Same as Comparative Literature 235.) Maximum enrollment, 20.

240F Revolution, Protest and Resistance in Modern France. Examination of various forms and sites of contestation in France associated with the Revolutions of 1789, 1830, 1848, the Commune, the French Resistance, the Algerian War, May 1968 and finally the bombings and strikes of the fall of 1995. Emphasis on conflict in the streets–demonstrations, labor strikes, feminist and student movements–and on more covert practices of resistance, both concrete and symbolic. Primary materials include novels, journalism, lithographs, photos and film. Secondary materials provide necessary historical, cultural and literary background. Taught in English. No knowledge of French required. (Same as Comparative Literature 240.) Morgan.

245S Cultures of the Francophone World. An investigation of the cultures and literatures of the Francophone world, with focus on the Caribbean and sub-Saharan Africa. Exploration of such issues as tradition, modernity and the family; Bantu philosophy, negritude and Voodoo; music, fashion and cuisine in the context of multiculturalism, alienation and identity politics. Course materials include films, videos and works in translation. Taught in English. (Same as Africana Studies 245.) Maximum enrollment, 40. Mwantuali.

Spanish

Faculty

Diego Alonso
Aída Díaz de León
Isabel Gallego
Jeremy T. Medina (S)
Raúl Rodríguez-Hernández
Susan Sánchez-Casal (F)
Santiago Tejerina-Canal (F,S)

Special Appointment
Marjorie Zambrano

A concentration in Spanish consists of eight courses numbered 140 or higher, at least four of which must be taken at Hamilton or in the Hamilton College Academic Year in Spain Program. These must include one course in civilization (either Spanish or Latin American) and a 300-level course in each of the following: nineteenth- or twentieth-century Spanish literature, Latin American literature and Cervantes' *Don Quijote.* An appropriate 300-level cinema course, if available, may satisfy the Peninsular or Latin American literature requirement. In addition, at least one other course on the 300 (or 500) level must be taken. The department strongly recommends that a student complete at least two 200-level courses before entering a course at the 300 level. Any history, civilization or culture course offered by another department and concentrating specifically on Spain or Latin America may satisfy the civilization requirement but will not count as one of the eight concentration courses. Only one course in translation may be counted as one of the eight courses for the concentration or as

one of five required for a minor. However, courses in translation may not satisfy the advanced course and civilization requirements. Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency examination after the first semester of their senior year.

All concentrators in Spanish are required to complete the Senior Program sequence by: 1) participating in a 300-level course in both the fall and spring semesters. Honors students will take 550 in lieu of a 300-level offering in the spring. A substantial research paper must be written in one of these courses; 2) reviewing works on a list prepared in consultation with the department, in preparation for 3) a comprehensive examination taken at the end of the senior year. A complete description of the Senior Program is available in Christian A. Johnson 202.

Candidates for honors in Spanish are required to complete with distinction 550 (Honors Project) and to earn a B+ or better on the comprehensive examination.

A minor in Spanish consists of five courses numbered 140 or higher, including at least one literature course and one course (excluding courses in translation) at the 300 level. Students planning to pursue New York State Secondary School Teaching Certification in Spanish must complete all requirements for a concentration in Spanish as well as one semester of study abroad.

Hamilton College Academic Year in Spain

The Academic Year in Spain was established in 1974 to offer the highest possible academic standards (i.e., distinguished professors, small classes and the speaking of Spanish only), along with careful attention to the intellectual, cultural and social needs of each student.

Directors-in-residence are drawn from Hamilton, Williams and Swarthmore colleges. The program is administered at Hamilton by a general director and by the Programs Abroad Committee of the Department of Romance Languages. Also affiliated with the program are Amherst and Haverford colleges.

All courses are taught entirely in Spanish and encompass a wide variety of linguistic and cultural areas, including advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, nineteenth- and twentieth-century narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, folklore and music, and the role of Spain within the current European context. The courses are given by members of the Facultad de Filosofía y Letras of the Universidad Complutense de Madrid or by other authorities in the field of letters, history, social science or the arts. Language and civilization classes form part of a fall orientation program in the northern coast village of Comillas, while a similar arrangement for spring students takes place in the town of Nerja on the southern coast. Frequent group excursions to all parts of Spain serve to complement the rich academic and social opportunities of the capital city.

The program is open to sophomores, juniors and first-semester seniors. Although it is in principle a full-year program, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Spanish course and have a strong academic average.

110F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading and writing. Linguistically oriented and conducted according to the intensive oral method. Four hours of class, with additional drill and laboratory work. Medina and The Department.

120F,S Second Term Spanish. Further work in aural comprehension, speaking, reading and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Rodríguez-Hernández (Fall); The Department (Spring).

130F,S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Gallego (Fall); Alonso (Spring).

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. Alonso (Fall); Sánchez-Casal (Spring).

200F,S Advanced Spanish. Designed for students who wish to acquire a better command of the language. Emphasis on conversation based on readings selected from Latin American or Spanish peninsular sources. Written compositions and exercises. (Writing-intensive.) Three hours of class and an additional conversation hour, with supplementary laboratory work. Taught in Spanish. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Rodríguez-Hernández (Fall); Díaz de Léon (Spring).

201S Spanish for Native Speakers. A comprehensive, structural review of the Spanish language for bilingual students. Writing skills developed through topics in composition. Readings by U.S. Latinos and Latinas will be included. Three hours of class, with additional drill work. Placement by departmental examination. Maximum enrollment, 10. Rodríguez-Hernández.

220S Europe in Latin American Literature of the Twentieth Century: Exile Writing and Identity. Study of issues of travel and exile in Europe of Latin American writers and the relationship of these themes to the development of the Latin American identity. Examination of the multifaceted connections between exile, literature and identity. Readings will include short stories, essays, autobiographies and diaries by writers who have lived or travelled to Europe, such as Sebastián Salazar Bondy, Ricardo Guiraldes, Eduardo Mallea, Julio Cortázar, Julio Ramón Ribeyro, Alfredo Bryce Echenique and José Donoso. Taught in Spanish. Prerequisite, 140 or consent of instructor. Gallego.

[240] Latin American Civilization I. An interdisciplinary study of Latin America from the mid-nineteenth century to the present day, as reflected in various media such as essay, literature, film and art. Focuses on such topics as the search for national and continental identity within the context of revolutions and dictatorships, the Catholic Church and liberation theology, the women's movement and the changing position of indigenous communities. May be taken independently of 241. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered every third year.)

[241] Latin American Civilization II. Interdisciplinary study of Latin America from pre-Columbian cultures and the colonial period to the movements of independence, as reflected in various media such as essay, literature, film and art. Focuses on the characteristics of established civilizations prior to Columbus' arrival and the effects on them by later conquests, as well as the development of a colonial system. Special attention to such issues as the role of women and the contrast between the official and the native perception of history. May be taken independently of 240. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered every third year.)

242F The Search for Identity in Latin America. Study of political discourse (*independista, nacionalista, revolucionario)* and artistic expression of the nineteenth and twentieth centuries, by which Latin American authors and artists have searched for an expression of cultural identity. Besides political and literary documents, examples will be drawn from the plastic arts, music and cinema. Taught in Spanish. Prerequisite, 140 or consent of instructor. Alonso.

245S The Spanish and Latin American Vanguard Novel. Analysis of works from Spain and Latin America recognized as reflecting vanguard aesthetics. Examination of narrative techniques and other innovative or subversive departures from the traditional concepts of literary genre, reality and the formation of individual and cultural identity. Texts will be studied within the framework of the intellectual, artistic and political movements that defined the turbulent atmosphere of the first four decades of this century. Authors include Ramón de Valle-Inclán, Roberto Arlt, Benjamín Jarnés, Martín Adán, Miguel de Unamuno, Jorge Icaza, Ramón Gómez de

la Serna, Jaime Torres Bodet, Zavier Villaurrutia and Macedonio Fernández. Taught in Spanish. Prerequisite, one 200-level course or consent of instructor. Díaz de León.

250F Spanish Civilization. A study of the culture of Spain, including history, painting, music and the development of the modern Spanish character, with emphasis on contemporary social, political and religious problems. Taught in Spanish. Prerequisite, 140 or consent of instructor. Gallego.

260S Introduction to Spanish American Literature. A panoramic view of the development of Spanish American literature, emphasizing representative works of each period or literary school. Introduction to basic skills for literary analysis. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.) The Department.

[272] Women Writers of Spain: Heroinism and Domesticity in the Works of Early Spanish Women Novelists, 1650-1900. A cultural study of the representation of women in narrative works by women authors, including María de Zayas, Gertrudis Gómez de Avallaneda, Cecilia Bohl de Faber, Rosalía de Castro and Emilia Pardo Bazán. Special attention paid to the construction of female identity embodied by romantic and domestic heroines, as well as to the definition of ideal femininity in conduct books and other non-fictional, historical documents. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Same as Women's Studies 272.) (Offered every third year.)

275F Magic Realism in the Spanish American Short Story. Examination of Spanish American short stories that exemplify the phenomenon of fantastic and magical realism. Analysis of the narrative strategies of nonrealist texts which propose the concept of reality as a social construct, rather than as a reflection of *a priori* truth. Texts studied follow a chronological order to facilitate the analysis of the changing notions of reality according to the prevailing historical and social contexts. Authors include Horacio Quiroga, Leopoldo Lugones, Adolfo Bioy Casares, Silvina Ocampo, Carlos Fuentes, Juan Rulfo, Julio Cortázar, Gabriel García Márquez, Alejo Carpentier, Reinaldo Arenas, Armonía Somers and Lydia Fagundes Telles. Taught in Spanish. Prerequisite, one 200-level course or consent of instructor. Díaz de León.

[285] Hispanic Cinematic Voices. Analysis of films from both Spain and Latin America from a comparative, semiotic viewpoint. Works by such directors as the Spaniards Almodovar, Saura and Buñuel, and the Latin Americans Guitérrez Alea, Babenco and Echeverría seen outside of class. Includes discussion of the *telenovela*, the documentary, drama and comedy genres. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered every third year.)

[300] Medieval Spanish Literature. An in-depth view of the beginning and early development of Spanish literature, emphasizing key works for an understanding of later Spanish and Spanish American literature: Jarchas, *El Poema de Mió Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor*, poetry of the *Romancero, Coplas por la Muerte de su Padre, Cárcel de Amor* and *La Celestina*. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

[305] Masterpieces of Golden Age Literature. Detailed study of some of the major works of the sixteenth and seventeenth centuries drawn from the narrative, dramatic and poetic production of the Golden Age. Includes prose by Cervantes and the creators of the picaresque novel, plays of Lope de Vega and Calderón and poetry of Garcilaso, Fray Luis de León, San Juan de la Cruz, Quevedo and Góngora. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

[315] Modernismo. Contextualized study of the Latin American literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction and poetry by focusing on the new consciousness of the *modernista* writer's role in turn-of-the-century society.

Examination of the related notions of exoticism and escapism in the context of continental modernization. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

[320] Contemporary Latin American Novel. Intensive critical study of the major novels of the Mexican Revolution, written from the 1930s through the late 1960s. Examination of the literary properties and historical context of works by Mariano Azuela, Agustín Yánez, Nellie Campobello, Rosario Castellanos, Juan Rulfo and Carlos Fuentes. Rigorous study of foundational literary theory and related criticism. Employs feminist critical perspectives to visualize ideological questions of race, class, gender and sexuality. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Same as Women's Studies 320.) (Offered every third year.)

[321] Contemporary Latin American Narrative in Translation. Reading and discussion of twentieth-century narrative texts by representative Latin American authors. Includes works by Borges, Fuentes, García Márquez, Donoso, Vargas Llosa, and Allende. Consideration given to historical and political contexts that inform their writings. All texts and classwork in English. Prerequisite, one course in literature. (Offered every third year.)

324S Contemporary Latin American Cinema. Examination of the ways in which Latin American cinema has been a significant medium of cultural encounter and resistance. Study of a variety of films which focus on such topics as Latin American history, cultural boundaries, gender identity, the image of the nation and issues of commercial cinema versus the "art film." Selections may include *Los olvidados* (Mexico), *Rodrigo D: sin futuro* (Columbia), *The Mission* (USA), *La historica oficial* (Argentina), *Cronos* (Mexico), *Retrato de Teresa* (Cuba), *Alias, la Gringa* (Peru), *Camila* (Argentina), *Doña Herlinda y su hijo* (Mexico), *Cabeza de Váca* (Mexico), *Zoot Suit* (USA), *El mariachi* (USA), and *Chocolate y fresa* (Cuba). Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.) Rodríguez-Hernández.

[325] Twentieth-Century Latin American Poetry. Study of representative works by twentieth-century Latin American poets. Authors include Nicolás Guillén, Gabriela Mistral, Juana de Ibarbourou, Delmira Agustini, Vicente Huidobro, César Vallejo, Pablo Neruda, Octavio Paz, Ernesto Cardenal and Raúl Zurita. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

[330] Contemporary Spanish Novel. Critical reading and discussion of selected novels of Spain written from the Civil War to the present. Development of different trends in modern Spanish prose, with emphasis on the works of such authors as Cela, Laforet, Martín-Santos, Juan Goytisolo, Torrente Ballester and Martín Gaite. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

331S The Latino Experience. Examination of the Latino experience in the United States (historical, social, literary) through textual analysis, literary theory and criticism, feminist theory, questions of ethnic "difference" and the interactive forces of race, class, gender and sexuality. Taught in English. Some knowledge of Spanish recommended. Prerequisite, one 200-level or one 300-level course in literature (of any language) or consent of instructor. Sánchez-Casal.

[335] Twentieth-Century Spanish Theatre. Study of the development of the theatre in Spain through the twentieth century, with emphasis on a critical reading and discussion of works by Benavente, Arniches, Grau, Valle-Inclán, Buero Vallejo, García Lorca, Sastre, Muñiz, Arrabal and Ruibal. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

342F Latin American Women Writers. Study of the literature written by women in Latin America. Consideration of "women's" language and discourse, the relations between race, class and gender considered within a historical context, and theoretical and critical aspects of gender and writing. Texts examined will cover all genres, by such writ-

ers as Sor Juana Inés de la Cruz, Delmira Agustini, Elena Garro, Victoria Ocampo, Alfonsina Storni, Sabina Berman, Griselda Gambaro, Luisa Valenzuela, Ana Lydia Vega and Rosario Ferré. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Same as Comparative Literature 342 and Women's Studies 342.) (Offered every third year.) Díaz de Léon.

[350] The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarín and Blasco Ibáñez. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

355S Essay, "Race" and Nation in Latin America. Study of the ways in which the relationship between literature and politics is represented in the Latin American essay. Using José Rodó's *Ariel* (1900) as a point of departure, the course will examine works of Francisco García Calderón, José Vasconcelos, Leopoldo Lugones and Antonio Pedreira, in order to reflect upon the concept of "Hispanic America" or "Latin America" and, more specifically, on the idea of nation and national culture. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. Alonso.

[360] The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927, including Jiménez, Antonio Machado, Baroja, Unamuno, Azorín, Benavente, Salinas, Guillén, García Lorca and Alberti. Ideas, trends and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered every third year.)

[370] Special Topics in Spanish Literature. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor.

[372] Spanish Women Writers. Study of literature written by women writers of post-Franco Spain. The "foundational fictions" of earlier women authors Santa Teresa, Emilia Pardo Bazán and Gertrudis Avellaneda are studied to acquire an initial understanding of issues of class, sexuality, race and politics, followed by discussion of such twentieth-century writers as Carmen Martín Gaite, Esther Tusquets and Ana Moix. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Same as Women Studies 372.) (Offered every third year.)

380F Cervantes' *Don Quijote*. Careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the seventeenth century. Taught in Spanish. Prerequisite, two 200-level courses in Spanish or consent of instructor. (Offered in alternate years.) Medina.

[381] Cervantes' *Don Quijote* in Translation. For description, see Spanish 380. Taught in English. Prerequisite, one course in literature or consent of instructor.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper for students who qualify as candidates for departmental honors. Only students having an average of at least B+ in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Russian Studies

Faculty Program Committee

Franklin A. Sciacca, *Chair (Russian)*
John Bartle *(Russian)* (F,S)
Shoshana Keller *(History)*
Kathleen E. Smith *(Government)* (F)
Andrew J. Swensen *(Russian)*

Russian Studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian Studies consists of nine courses: the core courses Russian 300 or 310 and Russian Studies 221 and 222; five other courses from the list below; and the Senior Project (550), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the Senior Program is available in Christian A. Johnson 208. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian Studies consists of Russian 210 and three other Russian Studies courses.

100F Introduction to Russia: Tolstoy's *War and Peace*. A team-taught introduction to the civilization of Russia through an examination of its historical and political development, and its major social and cultural institutions. In 1996-97, the course will focus on Napoleon's invasion of Russia and its aftermath. Consideration of the cultural and social contexts of the War of 1812, in particular the Russian reactions in literature, art, music, theology and philosophy. The centerpiece of the course will be a close critical analysis of Tolstoy's *War and Peace*. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20. Sciacca (Moderator).

[169S] Icons from the Stage to the Silver Screen: Russian Theater and Film. Survey of twentieth-century theatrical and cinematic productions from Russia and Eastern Europe. Introduction to the basic grammar and techniques of movies and plays. Works by Chekhov, Stanislavsky, Eisenstein, Mrozek, Tarkovsky, Forman and Havel. Afternoon and evening screenings. No knowledge of Russian required. (Next offered 1997-98.) Maximum enrollment, 40.

[170F] Book Banning in Russia and America: A Cross-Cultural Inquiry into the Nature of Censorship. Examination of censorship and book banning in twentieth-century America and Russia. Topics include blasphemy, pornography/obscenity, political persecution, the free speech movement and "political correctness." Close critical reading and examination of exemplary texts, artworks and films. (Writing-intensive.) No knowledge of Russian required. (Next offered 1997-98.) Maximum enrollment, 20.

[213F] Politics of Russia and the C.I.S. For full description, see Government 213.

221F Early Russian History from Rurik to Alexander II. For full description, see History 221.

222S Modern Russian History: 1861-1991. For full description, see History 222.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature. Readings of representative works with emphasis on major literary movements, cultural history and the development of new genres. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov, as well as some critical materials. No knowledge of Russian required. (Same as Comparative Literature 225.) Maximum enrollment, 40. Swensen.

[226S] Revolution, Revelation and Revenge: Twentieth-Century Russian Art and Literature. Close analysis of significant examples of major literary and artistic

movements of the first half of this century, with particular attention paid to Revolution of 1917 on the artistic imagination, with emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Comparative Literature 226.) (Next offered 1997-98.)

270S Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature. Investigation of Russian phantasmagoria–literature of the fantastic as allegory for satirizing the "petty demons" of society, as symbolic system for plumbing the human psyche, and as mythos for rendering the divine and diabolic in art. Exploration of works by Pushkin, Gogol, Odoesky, Dostoevsky, Sologub, Bulgaov, Sinyavsky-Terts and others. No knowledge of Russian required. (Same as Comparative Literature 270.) Maximum enrollment, 40. Swensen.

298S Russian Folk Literature and Ritual. An introduction to the folk literature and rituals of the East Slavic peoples. Emphasis on Slavic mythology, *byliny* (epic poetry), *skazki* (folktales) and "calendar" songs; traditions of the Russian Orthodox Church; puppetry, witchcraft rituals and masking traditions. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20. Sciacca.

314S Transformations in East European Politics. For full description, see Government 314.

345F Studies in Russian History. For full description, see History 345.

550S Senior Project. Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Supervised by a member of the Russian Studies Committee. Open to senior concentrators only. The Program.

Russian Language

220 Intermediate Russian II
[300] Readings in Russian Literature
310 Russian for Business
320 *Pravda* and *Izvestiia*: Reading the Russian Press
[330] Russian Film and Television

Sociology

Faculty

Dennis Gilbert, *Chair*
Daniel F. Chambliss (F,S)
Gwendolyn A. Dordick (F)
Pelagia Papazahariou
Paula Rodriguez Rust (S)
Mitchell L. Stevens

For students of the Class of 1997, a concentration in Sociology consists of 101 or 110, 301, 302, and five additional courses, including 550 (Senior Project). Beginning with the Class of 1998, concentrators must also complete one additional approved course in methods or statistics. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. Candidates for honors must also complete an oral examination based on a distinguished thesis. A minor in Sociology consists of 101 or 110, 301 or 302, and three additional courses.

101F Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life. Not open to juniors and seniors except by permission of the department. Not open to students who have taken 110. Maximum enrollment, 40. The Department.

110S American Society. An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. Not open to juniors and seniors except by permission of the department. Not open to students who have taken 101. Maximum enrollment in each section, 40. The Department.

202F Sociology of Education. Investigates the basic terms of the American educational morality, and contrasts that morality with the practical organization of American schools. Focus on the competing social interests that facilitated the construction of American schools, how school life shapes basic components of identity and how the structure of American schooling facilitates unequal distributions of wealth and prestige. Maximum enrollment, 40. Stevens.

204F Social Class in American Society. Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics. Maximum enrollment, 40. Gilbert.

212F Sociology of Gender. Theories of the origin of sex roles. Sex role differentiation, femininity, masculinity. Theories of gender, how gender, race and class interact and influence personal identities, opportunities and life experiences. Women's role in family structures, and women in media and popular culture. Maximum enrollment, 40. Papazahariou.

[220S] The Sociology of Addiction. The concept of addiction and the nature of addictive behavior. Examination of traditional addictions, e.g., alcohol, tobacco and other drug addictions, as well as the controversy surrounding the recent expansion of the concept into the areas of "love" and "sex" addiction. Implications for detection and treatment. Racial gender and class differences in the incidence and form of addictive behavior. Prerequisite, 101 or 110, or consent of instructor. Maximum enrollment, 40.

224S Sociology of Religion. Investigates the cognitive and organizational dimensions of religion, classical and contemporary sociological definitions of religion, the relationship between religion and modernization, and how religious beliefs and organizations can serve as vehicles for social change. Concludes with consideration of the "religious" dimensions of social phenomena not typically considered in religious terms. Prerequisite, one previous sociology course. Maximum enrollment, 40. Stevens.

[225F] Latin American Society. Social change in Latin America. Topics include class structure, kinship, gender, population trends, development strategies, popular culture, religion and revolutionary movements. Maximum enrollment, 40.

[230F] Urban Sociology. An introduction to various aspects of the sociology of the American city. Unique qualities of the city as social form. Specific topics include suburbanization and gentrification, the new immigration, race and ethnic relations, and urban poverty and problems. Maximum enrollment, 40.

[240S] Self in Society. An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Personal applications possible in journal and papers. Prerequisite, one course in Sociology or Psychology. Maximum enrollment, 50.

[242S] Psychosexual Diversity. Examination of transsexualism, transvestism, lesbianism, male homosexuality and the social reaction to psychosexual diversity in the contemporary United States. Topics include lifestyles and subcultures, identity change, sociopolitical movements and scientific perspectives. Critical examination of sociological literature on stereotypes and deviance. Guest speakers, films and class discussion augment lecture. Prerequisite, 101 or consent of instructor. (Same as Women's Studies 242.) Maximum enrollment, 40.

[251F] Survey of Social Psychology. A review of the classic work in the field and a broader "liberal arts" view of social psychology. Includes such authors as Nietzsche, Freud and Sartre. A more philosophic, less scientific, view of social psychology. Prerequisite, one course in Sociology or Psychology. Maximum enrollment, 40.

[260S] Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America. Focuses on historic and ethnographic accounts of patterns of group life. Topics include race relations; economic and cultural discrimination; the intersection of race, ethnicity, social class and gender; and the dilemmas of assimilation and acculturation. Prerequisite, 101 or 110. Maximum enrollment, 40.

[272F] Sociology of Poverty. Distribution and character of poverty in the United States. Ethnographic descriptions of impoverished populations, including urban ghetto dwellers, migrant farm workers and the aging. Malnutrition, health care, unemployment and other special problems of the poor. Competing explanations of persistent poverty in an affluent society. The welfare system and other relevant policy topics. Includes internship, one-half day per week in poverty agency. Maximum enrollment, 40.

301F Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Emphasizes historical origins and development of the sociological discipline. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Gilbert.

302S Research Methods. Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results. Both qualitative and quantitative methods presented, with emphasis on the quantitative, including measurement of variables and use of statistical techniques to test hypotheses. Prerequisite, concentration in a social science discipline or consent of instructor. Maximum enrollment, 40. Papazahariou.

[307F] Formal Organizations. Analysis of large-scale organizations. Topics include bureaucratic structure, power, technology, change, anarchy and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor. Maximum enrollment, 40.

[312S] Field Methods. An introduction to methods for studying social worlds in their natural contexts. Methods of fieldwork, including observation, various kinds of participation and informal interviewing. Emphasizes practice: getting out in the field,

writing up field notes and analyzing data. (Writing-intensive.) Open to juniors and seniors only. Maximum enrollment, 20.

[315S] Seminar on Poverty and Homelessness. Critical examination of both current and seminal readings in the area of poverty and homelessness. Development of research projects including historical considerations of poverty and homelessness. Topics such as welfare, health care, race, ethnic and gender issues, and the theoretical and political debates concerning America's poor and homeless. Prerequisite, a concentration in a social science discipline or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 20.

322S Qualitative Research Methods. Survey and practice of techniques of obtaining and analyzing qualitative sociological data. Topics include historical methods, content analysis and field methods. Stress on the appropriate choice and application of specific methods to particular research problems. (Writing-intensive.) Open to sophomores, juniors and seniors only. Prerequisite, two courses in the social sciences or consent of instructor. Maximum enrollment, 20. Dordick.

[325S] Seminar: Using Survey Research. Introduction to the uses of survey research in the social sciences and applied settings such as media, politics and marketing. Techniques for creating, analyzing and interpreting survey data. Applications of existing data sets created by academic, government and commercial research organizations. Use of survey data to answer practical research questions and to assess claims based on survey data, such as those presented in the popular media. Particularly useful to students who expect to utilize survey research in senior projects or in future employment. Prerequisite, a course in statistics or social science research, or consent of instructors. Open to sophomores, juniors and seniors only. Maximum enrollment, 15.

360F Seminar on Mexico. Political upheaval and long-term processes of social change in Mexico. Topics include the formation of Mexican society, class structure, poverty, population trends, ethnic conflict, religion, popular culture, elite politics, mass mobilization and development strategies and their social impacts. (Writing-intensive.) Maximum enrollment, 12. Gilbert.

[371S] Seminar in Women's Sexuality. Cross-cultural and historical examination of women's sexuality and the social factors that influence and define it. Special attention paid to sexual diversity as it relates to racial/ethnic and class differences. Topics include sexual coercion, prostitution, pornography, sexual orientation, reproduction and health care. Prerequisite, 101 or 110, Women's Studies 101 (or another course in Women's Studies with consent of instructor), and one upper-level course in Sociology, Women's Studies or Philosophy, and consent of instructor. (Same as Women's Studies 371.) Maximum enrollment, 15.

380S Professions: Medicine and Law. Examines the politics of labor and knowledge inherent in the professionalization process, professional work routines and the organizational exigencies of professional work, and the reproduction of professional authority and personnel. Links theoretical work with empirical studies of two professions: medicine and law. (Writing-intensive.) Prerequisite, one previous sociology course. Maximum enrollment, 20. Stevens.

391S Deviant Behavior and Social Control. Theories of causation and analysis of particular types of deviance–sexual, criminal, political. Emphasizes the social reactions of perspective, analyzes how people are differentially labeled, the experience of stigma, attempts at neutralization and explores different social control strategies across time and place. Maximum enrollment, 40. Papazahariou.

[420F] Advanced Topics in Contemporary Sociology. Critical examination of key works of contemporary sociological theory and research. Topics chosen by the instructor, participating departmental faculty and the students enrolled. Prerequisite, consent of instructor.

549F Senior Seminar. An optional course for concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) Open to senior concentrators only. The Department.

550F,S Senior Project. Investigation of a sociological topic resulting in a thesis or several shorter papers on various topics. Open to seniors only. The Department.

Theatre and Dance

Carole A. Bellini-Sharp, *Chair*

Theatre

Faculty

Carole A. Bellini-Sharp
Adrian Giurgea
Gerald Large

Special Appointment

William Burd

A concentration in Theatre consists of the following: for acting, 101, 102, 105, 201, 202, 210, 301 or 350, 307 and 308, and 550 or 560; for directing, 101, 102, 105, 201, 202, 303, 307, 308, 350 and 550 or 560. Students are encouraged to elect additional courses in dramatic literature, art, music and dance. The Senior Program requirement in Theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or scene, or designing for a departmental production. No student who has completed the requirements and maintained an 85 average in Theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 85 average will be required to take the research option, or to register for an independent study prior to the project as preparation for the project. A complete description of the Senior Program in Theatre is available in List 126.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Theatre program, and excellence in the performance, composition or production component of the Senior Program, as judged by the department. A minor in theatre may be acquired in acting (101, 201, 202, 307 and 308) or design/production (105, 212, 213 or 215, 307 and 308).

101F Introduction to Stage Performance. Exploration of the basic elements of theatrical performance and stage presence. Introduction to theatre vocabulary, performance concepts and skills, and the creative process through kinesthetic, vocal, sensory and imaginative exercises, as well as improvisation and stage action. An ensemble approach that relies on individual and group commitment and collaboration. Not open to juniors and seniors except with permission of the department. Maximum enrollment in each section, 18. Large.

102S Introductory Acting Workshop. An intensive continuation of 101. Development of acting skills through exploration and workshop performances of monologues and scenes from modern plays. Prerequisite, 101. Maximum enrollment, 18. Large.

105S Stagecraft. Fundamentals of scenery construction, rigging, scene painting. Three hours of class and six hours of laboratory. Maximum enrollment, 12. Burd.

110S Holding a Mirror Up to Nature: Introduction to Theatre and Drama. A study of theatre and drama from the Greeks to the present, focusing on the plays, productions and events that represent significant developments in the art of theatre. Readings and discussions of plays, selected short readings in theory, history and criticism, and attendance at local performances. Consideration of the issues of texts, production, performance, meaning, context and style. No previous knowledge of theatre required. Not open to seniors. Bellini-Sharp.

141F, 142S Production. The study of theatre through participation (performance and/or technical work) in a faculty-directed production. One-half credit. Bellini-Sharp (Fall); Giurgea (Spring).

155F Outrageous Acts. An examination of art's uncanny capacity to shock and to force us to recognize ourselves from a new and unexpected perspective. Emphasis on

discovering personal and cultural identity within the realm of art, developing the ability to distinguish the shock value of art from shocking reality and the need for dissociation. Close critical examination of exemplary works, including film, theatre, literature and performance art. Discussion of aesthetic, historical, political and theoretical questions. Personal projects required. Giurgea.

201F Intermediate Acting. Exploration of physical, vocal, emotional and creative resources. Textual study, improvisation and performance. Prerequisite, 101 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

202S Intermediate Acting Workshop. Scene and monologue work, textual analysis and characterization. Focuses on Shakespearean and modern texts. Prerequisite, 201 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

208S East Meets West–The Body and the Performer. A movement-based course utilizing Asian and Western approaches to performance and mind/body training. Sources include Suzuki, Noh, aikido, chi kung, silat, kali, bagua, zhang, tai chi chuan, northern shoalin, "viewpoints" and contact improvisation. Emphasis on body awareness, movement efficiency and effective presentation of the total body. Prerequisite, Theatre 101 or Dance 101, or consent of instructors. (Same as Dance 208.) Maximum enrollment, 20. Large and Walczyk.

210F The Expressive Voice. Techniques for increased awareness of and skill with voice and speech production, enabling students to realize natural vocal potential and improved communication. Application for conversation, public speaking, singing and acting. (Same as Rhetoric and Communication 210.) Maximum enrollment, 18. Bellini-Sharp.

[212F] Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models. Prerequisite, 105. (Offered every third year; next offered 1997-98.)

[213F] Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections and control charts. Prerequisite, 105. (Offered every third year; next offered 1998-99.)

215F Scene Painting. Study of the art and craft of painting for the theatre. Research into period designs and execution of examples of a variety of styles. Burd.

[240F] The Oral Tradition: From Tales to Texts. For full description, see Rhetoric and Communication 240.

245S Theatre as Social Critique: Modern and Postmodern Performance. A questioning of the relationship of western dramatic forms to their historical and cultural contexts, focusing on the connection of plays to present issues, including rape and marital violence, the repression of McCarthyism, apartheid and death from AIDS. Authors to include Chekhov, Ibsen, Brecht, Beckett, Finley, Churchill, Kennedy, Fornes. Oral projects and written work required. Prerequisites, one course in Comparative Literature or Theatre, or consent of instructor. (Same as Comparative Literature 245.) Bellini-Sharp and N. Rabinowitz.

[255S] Asian Theatre. A study of various theatrical, literary, historical and cultural dimensions of Asian theatre. No previous knowledge of theatre required.

300F,S The Study of the Theatre through Production and Performance. Performing a large, major role, stage management, or design of scenery, lighting or costumes for a faculty-directed production. Prerequisite, invitation of the department. The Department.

[301S] Advanced Acting. Techniques and styles in Asian theatre and drama as used in Western classical drama. Scene study, characterization and styles. Prerequisite, 202 or consent of the department. (Offered in alternate years.)

[303F] Directing. Fundamentals of play direction and script analysis; study of selected directors and directorial problems; the direction of exercise scenes and a final scene or short one-act. Prerequisite, two semesters of acting and two other courses in theatre and dramatic literature, or consent of the department. (Offered in alternate years.)

307F History of the Western Theatre I. Against a background of social and intellectual movements, a study of design, architecture, costume, acting and dramatic literature that distinguish periods in the history of the theatre that have exerted the most influence on the Western theatre of the twentieth century. Focuses on the theatres of classical antiquity through the Baroque and Rococo periods. Prerequisite, 110, or one course in literature, theatre or history, or consent of instructor. (Offered in alternate years.) Giurgea.

308S History of the Western Theatre II. Same as 307, but with focus on the theatres of the nineteenth and twentieth centuries. Prerequisite, 110, or one course in literature, theatre or history, or consent of instructor. (Offered in alternate years.) Giurgea.

350F Advanced Performance and Direction. The formation of a company of theatre artists/workers who collaborate to create theatre pieces and events and may serve as actors, directors, designers, writers, managers and publicists. Creative and rehearsal processes emphasized. Public presentations. Prerequisite, 202, 301 or 303, or consent of the department. (Offered in alternate years.) Giurgea.

550F,S Senior Thesis. A project resulting in either a research paper or the composition of a play. Includes required weekly seminar in both semesters. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production. An acting showcase, the directing of a play or scene, costume, set and/or lighting design for a departmental production, and a written monograph. Includes required weekly seminar in both semesters. Open to senior concentrators only. The Department.

Dance

Faculty

Elaine Heekin
Leslie Norton (S)
Bruce Walczyk

Special Appointment

Richard G. Lloyd

A concentration in Dance consists of 201, 203, 205, 305, 307, 550 or 560, and four semesters of Intermediate (211, 212) and/or Advanced Dance (311,312). For the Classes of 1996 and 1997, a concentration in Dance consists of 201, 203, 205, 305, 307, 550 or 560, and three semesters of Intermediate (211, 212) and/or Advanced Dance (311, 312). The Senior Program in Dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, the choreography of dance works, or both. No student who has completed the requirements and maintained an 85 average in Dance courses will be prohibited from selecting the Performance/Choreography option as the Senior Project. Students qualifying for and electing Dance 560 (Senior Performance/Choreography) as their Senior Program in Dance must be enrolled in technique class during the semester in which they are enrolled in Dance 560. Students falling below the 85 average will be required to register for an independent study as preparation for the project. A complete description of the Senior Program in Dance is available in List 126.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Dance program, and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department. A minor in Dance consists of five courses selected from 201, 203, 205, 305 and 307, and two semesters of Intermediate Dance (211, 212) or Advanced Dance (311, 312). Those who do not complete 201 for the minor must attend the weekly lectures of 101.

101F Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. Classes in ballet, modern, contemporary, African and martial-arts technique. Lectures and discussions. Placement in dance technique classes according to present level of accomplishment. Maximum enrollment, 60. The Department.

[112S] Elementary Dance. Fundamentals of ballet, modern, contemporary, African and martial arts, incorporating technique, theory and criticism. Prerequisite, 101 or consent of the department. Maximum enrollment, 20. Heekin and Walczyk.

141F, 142S Performance. The study of dance through performance of a role in a mainstage dance concert. One-quarter credit per semester. Prerequisite, invitation of the department. The Department.

201S History of Dance. Study of the theatrical, social and ritual aspects of dance through cross-cultural comparisons among dance forms. Exploration and analysis of such historical issues as the evolution of dances, the struggle to preserve traditional dances and dance fusions in a global society. Lectures, discussions and films. No previous dance training required. (Writing-intensive.) Maximum enrollment, 20. The Department.

[203S] Movement Analysis. Observing, analyzing and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior and kinesiological principles. No dance training required. Maximum enrollment, 20.

205S Kinesiology. An investigation of the musculo-skeletal system and use of biomechanical principles to improve efficiency of motor behavior. Emphasis is placed on muscular and alignment analysis. Lectures, discussions and practical application of movement concepts. No prior dance training required. (Offered in alternate years.) Maximum enrollment, 30. Walczyk.

208S East Meets West–The Body and the Performer. For full description, see Theatre 208.

211F, 212S Intermediate Dance. Continuation of the study of ballet, modern, contemporary, African and martial arts, incorporating technique, theory and criticism. May be repeated for credit. Prerequisite, 112 or consent of the department. Maximum enrollment, 15. The Department.

305F Composition I. A study of the elements of choreography, emphasizing personal development in movement invention, rhythm, dynamics and design. The use of improvisation, music and technical theatre introduced. Prerequisite, 211 or equivalent, or consent of the department. (Offered in alternate years.) Maximum enrollment, 12. Heekin and Walezyk.

[307F] Composition II. The application of fundamentals from 305 to more complex choreographic work, emphasizing group structure. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of the department. (Offered in alternate years.)

311F, 312S Advanced Dance. The study of ballet, modern, contemporary, African and martial arts, emphasizing style and performance techniques and incorporating theory and criticism. Participation in workshops and concerts or research project required. May be repeated for credit. Prerequisite, consent of the department. Maximum enrollment, 15. The Department.

550F,S Senior Thesis. A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography. A performance of dance works, the choreography of dance works, or both. Open to senior concentrators only. The Department.

Women's Studies

Faculty Program Committee
Margaret Gentry, *Director (Women's Studies)*
Karen S. Brewer *(Chemistry)*
Allison Dorsey-Ward *(History)*
Barbara K. Gold *(Classics)*
Shelley P. Haley *(Classics)*
Lydia R. Hamessley *(Music)* (F)
Esther S. Kanipe *(History)*
Melanie Kaye/Kantrowitz *(Women's Studies)*
Amie A. Macdonald *(Philosophy)*
Chandra Talpade Mohanty *(Women's Studies)*
Nancy Sorkin Rabinowitz *(Comparative Literature)*

The concentration in Women's Studies consists of nine courses in Women's Studies, including 101, 220, 301, 401 and 550. With the approval of the concentrator's adviser, up to two courses from the list of related courses found at the end of this section may be counted toward the four remaining courses required for the concentration. In drawing up their plan of study, concentrators should take into account issues of class, race, ethnicity and sexual identity.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of 88 in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director. A minor in Women's Studies consists of 101, 220, 301 and two other courses.

101F,S Introduction to Women's Studies. An interdisciplinary investigation of past and present views of women and of their roles, treatment and experiences in institutions and areas such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across class, ethnic, sexual and national lines introduced, and theories of feminism and of women's studies discussed. (Writing-intensive.) Maximum enrollment, 20. Gentry and Mohanty (Fall); Gentry and Haley (Spring).

190F Women and Madness. Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, witchcraft, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities. Open to first- and second-year students, and to juniors with consent of instructor. Maximum enrollment, 40. Gentry.

[208F] Women in Music. For full description, see Music 208.

209S Philosophy and Feminism. For full description, see Philosophy 209.

220S Gender, Race, Class and Nation. Introduction to issues in the social, cultural and historical construction and expression of gender, racial and class formations within "national" and international contexts. Topics include the political economy of race, class and gender; ideologies of masculinity/femininity, black/white, straight/gay, etc.; racism, sexism and violence against women; domesticity and ideologies of women's work; the gendered workings of contemporary imperialism; the making of post-colonial states; constructions of nationalism and feminism's relationship to nationalism, and questions of resistance and accommodation. Maximum enrollment, 40. Kaye/Kantrowitz.

[222] Psychology of Gender. A survey of the behavior of women and men as examined from a variety of psychological and feminist perspectives, including psychoanalytical, biological, historical/cultural, developmental and social psychological. Specialized topics related to gender, such as gender roles in the family and work force, aggression, cognitive abilities, sexuality, and power. (Writing-intensive.) Prerequisite, a course in Women's Studies and Psychology 101. (Same as Psychology 222.) Maximum enrollment, 20.

[239S] Gender and Politics in Latin America. For full description, see Government 239.

242F Psychosexual Diversity. For full description, see Sociology 242.

250F Jewish Women in the Diaspora. Uses historical and literary texts to explore the contexts and diverse experience and identity of contemporary Jewish women in the Diaspora, with emphasis on the United States. Examines such topics as cultural and historical roots, feminism and Judaism, secular identity, the Holocaust, multiculturalism, anti-Semitism, sexism in the Jewish community, racism, class, Jewish lesbians and relationship of Diaspora to Israel. Prerequisite, one course in Women's Studies, Jewish Studies or equivalent, or permission of instructor. Maximum enrollment, 40. Kaye/Kantrowitz.

[251S] Women Writers of the Middle Ages and the Renaissance. For full description, see Comparative Literature 251.

270F Women and International Development: Power, Politics, Agency. Interdisciplinary examination of the effects of particular social, political, cultural and economic systems, such as education, media, religion, family structures and the organization of labor on the lives of women from "developing" countries. Analysis of contemporary theories of international development and feminism, using case studies from different cultures in an attempt to clarify the political, intellectual and ideological inter-connections between "First World" and "Third World" nations in a transnational, capitalist economy. Focus on the active role women take in transforming their own lives. Major methodological goals include critical understanding of scholarly, governmental, as well as popular texts, and learning to take intellectual risks within the context of systematic and detailed analysis. Maximum enrollment, 40. Mohanty.

[272S] Women Writers of Spain: Heroinism and Domesticity in the Works of Early Spanish Women Novelists, 1650-1900. For full description, see Spanish 272.

[285S] Gender and Science. Exploration of the intersections of gender and science, including women as scientists, women as subjects of science and the influence of assumptions about gender on scientific theories. Prerequisite, 101, or one course in science or Mathematics, or one course in Philosophy. Open to sophomores, juniors and seniors only. Maximum enrollment, 40.

[301S] Feminist Methodological Perspectives. An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has (or has not) transformed how we think about and study gender in the sciences, social sciences, arts and humanities. Prerequisite, 101 or consent of instructor. Maximum enrollment, 12.

310S African-American Women's History. For full description, see History 310.

315S Seminar in Sexualities: Queer Studies. An examination of the construction of human sexuality, sexual identity and the related creation of cultures and communities. Explores relationship of queer theory to queer politics, the impact of AIDS, themes of race, class, disability in queer communities, and the international context of human rights. Prerequisite, one course in Women's Studies. Maximum enrollment, 12. Kaye/Kantrowitz.

[320] Contemporary Latin American Novel. For full description, see Spanish 320.

340S Women in Antiquity. For full description, see Classical Studies 340.

342F Latin American Women Writers. For full description, see Spanish 342.

[344F] Studies in Women's History. For full description, see History 344.

[352S] Women and the American Social Reform Tradition. For full description, see History 352.

[371S] Seminar in Women's Sexuality. For full description, see Sociology 371.

[372] Spanish Women Writers. For full description, see Spanish 372.

[380F] Seminar: Nurturance and Violence. An interdisciplinary seminar examining women's experiences of nurturance and violence from social, biological and feminist perspectives. Topics focus on nurturance and violence in family relationships, mothering, reproductive technology, war and sexuality. Prerequisite, 101 or consent of instructor. Maximum enrollment, 12.

[385S] Seminar on Theory and Politics of Education. The role of the educational system in the construction and reproduction of gender, class and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism vs. anti-racist education, feminist pedagogy and the formation of communities of resistance in the academy. Prerequisite, consent of instructor. Maximum enrollment, 12.

[390] Topics in Feminist Critical Theory. For full description, see Comparative Literature 390.

391F Practical Feminist Criticism: Across Gender/Sex/Race. For full description, see Comparative Literature 391.

401F Seminar in Ethics: Feminist Theory. For full description, see Philosophy 401.

402F Third World Feminisms. Exploration of particular issues in feminist theory vis-a-vis challenges posed by women of color in the United States (African-American, Latina, Asian American and Native American), and women from "Third World" countries. Topics include the relationship of feminism and nationalism, feminist political movements and questions of power, representation, and ideology. Prerequisite 101, or a 200-level course in Women's Studies, or consent of instructor. Maximum enrollment, 40. Mohanty.

405S Seminar: Black Feminist Thought. Interdisciplinary examination of the tradition of Black feminist thought as it spans African and African-American heritages. Exploration of how Black women are not simply victims of oppression but visionary agents of change. Areas examined include history, literature, music, art, education, sociology and film. Prerequisite, 101 or 220, and one 300-level course in Women's Studies, or consent of instructor. (Same as Africana Studies 405.) Maximum enrollment, 12. Haley.

465S Seminar: Faulkner and Morrison. For full description, see English 465.

550S Senior Program. A project or thesis on a topic in Women's Studies. Group discussion, collaborative feedback and presentation of work required. Limited to senior concentrators and interdisciplinary concentrators with a focus on Women's Studies. Gentry.

Related Courses Offered in Other Disciplines

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments and programs.

Anthropology

254 Gender Roles in Comparative Perspective

Art

250 Women in Art

Biology

120 Female Biology

Comparative Literature

224 Modern Japanese and Chinese Women Writers

Economics

315 Economics of Gender and Work

English

425 Seminar: Women Writers in the English Renaissance
449 Seminar: Virginia Woolf

French

260 French Women, Then and Now

Government

280 The Politics of Gender

History

111 Women in Modern Europe
126 U.S. Women's History
228 The Family in Modern History

Religious Studies

224 Women's Religious Experience in the Greco-Roman World
445 Seminar in Feminist Religiosity

Rhetoric and Communication

375 Seminar: Communication, Language and Gender

Writing Program

The College is committed to insuring standards of correctness in all written work and to developing effective writing. The Writing Program requires that every student pass at least three courses designated as writing-intensive by the Committee on Academic Policy. Each course must be taken in a different semester, and at least one must be taken in the first year. At least one writing-intensive course must be outside the student's area of concentration. Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. The requirement should be completed by the end of the junior year.

Most departments offer writing-intensive courses. In exceptional circumstances, the Committee on Academic Policy will permit a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study.

Students for whom Standard English is not a first or native language may be advised to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students in sharpening their writing skills for college-level work in all academic disciplines. An additional one-semester course, 102, may be taken in the spring if needed.

The following courses are designated as writing-intensive:

Africana Studies

302 Black Reconstruction
310 African-American Women's History
350 Slavery and the Civil War
374 Ancient Egypt
385 Topics in African History

American Studies

201 Introduction to American Studies

Anthropology

221 Evolution of Economy and Society
270 The Ethnography of Communication
301 Culture and Time
315 Writing Culture

Art

250 Women in Art
261 Classical Art History
270 Medieval Art History
330 Art Historians and Art History
401 Seminar in Chinese Art
402 Seminar in Ancient Art
403 Seminar in Renaissance Art
406 Seminar in Modern Art
490 Seminar in Decorative Arts
491 Seminar in Neo-Classicism

Biology

331 Vertebrate Physiology
441 Seminar in Evolutionary Biology

Chemistry

227 Atmospheric Chemistry

Classical Studies

261 **Classical Art History**
340 **Women in Antiquity**
374 **Ancient Egypt**
402 **Seminar in Ancient Art**

College Courses

100 **The Unity of Knowledge**
120 **Hiroshima and After: The First 50 Years of the Atom Bomb**

Comparative Literature

141 **Studies in Short Fiction**
142 **Twentieth-Century Fiction**
152 **Literature and Ethics**
162 **Comic Fiction**
201 **Topics in Medieval and Renaissance Studies**
211 **Introduction to World Literature I**
212 **Introduction to World Literature II**
224 **Modern Japanese and Chinese Women Writers**
235 **Fictions of the Self**
244 **Tragedy**
251 **Women Writers of the Middle Ages and the Renaissance**
303 **The Fiction of the Future**
305 **Philosophy and Literature**
338 **Heroes and Bandits in Chinese History and Fiction**

Dance

201 **History of Dance**

Economics

251 **Introduction to Public Policy**
325 **Comparative Economic Systems**
370 **European Economic History**
375 **History of Economic Thought**

English

110 **Persuasive Argument**
150 **Reading Literature**
210 **Expository Writing Workshop**
228 **Milton**
323 **Middle English Literature**
327 **Topics in English Renaissance Literature**
330 **Culture, Politics and Literature in England, 1660-1745**
335 **"Mad, Bad and Dangerous to Know:" Romantic Writers in Nineteenth-Century England**
352 **Poetry of the Renaissance and Twentieth Century**
355 **Modern British Poetry**
410 **Seminar in Expository Writing**

English as a Second Language

101, 102 **English as a Second Language**

French

200 **Advanced French**
201 **Topics in Medieval and Renaissance Studies**
212 **Introduction to French Literature II**
235 **Fictions of the Self**
282 **Narratives of Nationhood**
295 **Advanced Composition and Oral Practice**

Geology

340 Plate Tectonics
350 Marine Geology

German

210 Survey of German Literature I
220 Survey of German Literature II
230 Composition and Conversation
240 Composition, Conversation and Contemporary German Culture

Government

112 Comparative Politics
114 International Relations
116 The American Political Process
117 Introduction to Political Theory
239 Gender and Politics in Latin America
251 Introduction to Public Policy
280 The Politics of Gender
310 Comparative Political Development
311 Transitions to Democracy
314 Transformations in East European Politics
335 The Criminal Justice System
337 Politics of Industrial Societies
338 American Public Administration
341 China's Cultural Revolution
355 The European Community in World Affairs
363 Political Economy of Development
374 War and Politics
381 National Security Policy
382 Topics in Public Policy
386 Theories of International Relations

History

201 Introduction to American Studies
282 Narratives of Nationhood
301 The Philosophy of History
302 Black Reconstruction
304 The French Revolution
306 Topics in Medieval History
307 African-American Families in Slavery and Freedom
310 African-American Women's History
314 Nazi Germany
319 History of Ireland
329 Seminar in European Intellectual History: Confucianism
337 Seminar in Chinese Intellectual History
338 Heroes and Bandits in Chinese History and Fiction
340 Studies in Twentieth-Century Europe
341 Studies in American Colonial History
343 Seminar: Revolutionary America
344 Studies in Women's History
345 Studies in Russian History
350 Slavery and the Civil War
352 Women and the American Social Reform Tradition
353 Seminar on the Sixties
359 Studies in American Progressivism
360 Seminar: Mythical Histories in China and Japan
372 The Crusades
378 Topics in American Biography

385 **Topics in African History**

Mathematics

224 **Linear Algebra**
314 **Real Analysis I**
325 **Modern Algebra**

Medieval and Renaissance Studies

201 **Topics in Medieval and Renaissance Studies**

Music

203 **Music of the Classic-Romantic Era**
204 **Music of the Twentieth Century**
240 **Psychology of Music**
301 **"To Combine the Harmonies with the Words:" The Changing Relationship of Music and Text in the Middle Ages and Renaissance**
306 **Johann Sebastion Bach and the End of Baroque**
311 **Musical Coherence in the Romantic Era**
316 **Music of the Twentieth Century**

Philosophy

100 **Critical Thinking**
110 **Introduction to Philosophy**
111 **Contemporary Moral Issues**
117 **Introduction to Political Theory**
209 **Philosophy and Feminism**
216 **Indian Thought**
301 **The Philosophy of History**
305 **Philosophy and Literature**
355 **Contemporary Philosophy**
401 **Seminar in Ethics: Feminist in Theory**
410 **Seminar in History: American Philosophy**
415 **Seminar in the History of Philosophy: Aristotle**
421 **Seminar in Metaphysics: On What There Is**
430 **Seminar in Epistemology: The Problem of Knowledge**
450 **Seminar in Ethics: Ethical Theory**
460 **Seminar in Ethics: Contemporary Theories of Justice**
495 **Seminar in Philosophy of Language: Words and Objects**

Physics

390 **Laboratory Methods in Physics**

Psychology

203 **Research Methods in Psychology**
222 **Psychology of Gender**
240 **Psychology of Music**
310 **Attention and Performance**
315 **Cognitive Psychology**
350 **Psychophysics and Sensory Physiology**

Public Policy

251 **Introduction to Public Policy**
382 **Topics in Public Policy**

Religious Studies

105 **Origins**
111 **Introduction to Judaism**
117 **The History of God**
125 **The Wonder That Was India**

130 Varieties of Christian Experience
216 Indian Thought
231 Literature of the Holocaust
250 Exodus
257 The New Testament
281 The American Jewish Experience
310 Shamanism
317 Jesus and the Gospels
380 Philosophy as Spiritual Quest

Rhetoric and Communication

240 The Oral Tradition: From Tales to Texts
260 Communication in the Global Village
292 Media Form and Content
392 Questioning the Media: Criticism of Radio and Television Content
394 Communication Dynamics of Political Campaigns
495 Seminar in Philosophy of Language: Words and Objects

Russian Studies

100 Introduction to Russia: Tolstoy's *War and Peace*
170 Book Banning in Russia and America: A Cross-Cultural Inquiry into the Nature of Censorship
298 Russian Folk Literature and Ritual
314 Transformations in East European Politics
345 Studies in Russian History

Sociology

301 Sociological Theory
312 Field Methods
322 Qualitative Research Methods
360 Seminar on Mexico
380 Professions: Medicine and Law
549 Senior Seminar

Spanish

200 Advanced Spanish

Theatre

240 The Oral Tradition: From Tales to Texts

Women's Studies

101 Introduction to Women's Studies
209 Philosophy and Feminism
222 Psychology of Gender
239 Gender and Politics in Latin America
257 Women Writers of the Middle Ages and the Renaissance
310 African-American Women's History
340 Women in Antiquity
344 Studies in Women's History
352 Women and the American Social Reform Tradition
401 Seminar in Ethics: Feminist Theory

Scholarships, Fellowships and Prizes

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the board of trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th Reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th Reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th Reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th Reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th Reunion.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Foundation, located in Auburn, New York.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The Edith Hale Harkness Scholarship was established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a trustee of the College.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late trustee of the College.

The Stephanie Singleton and Lester C. Huested Scholarship was established by Stephanie Singleton Huested, wife of Lester C. Huested, Class of 1929, in honor of Dr. Huested, as well as Mrs. Huested's first husband, Harry H. Singleton.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th Reunion in memory of Professor Johnston, who taught English at Hamilton from 1934 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The Robert Scott Ramsay, Jr. and Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their sons, Robert, Class of 1959, and Roderick, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Miles Hodsdon Vernon Foundation Scholarship, established by the Miles Hodsdon Vernon Foundation, is made available to the College annually.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

Special Scholarships

With few exceptions, special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

California
The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

Illinois
The Scholarship Fund Foundation Scholarship, established by the Scholarship Fund Foundation, is made available to the College annually for students from Illinois, preferably from the Chicago area.

Mid-Atlantic and New England States
The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

Middle Western States
The Pattie and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Middle West.

New Jersey
The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California and Illinois.

New York
The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica and West Winfield, New York; and finally to members of the Emerson Literary Society who have financial need.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York; second to a resident of Chenango County; and third to a resident of New York State.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, New York, area businessmen, is awarded with preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (New York) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy, Utica, New York.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (New York) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (New York) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, New York.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, New York.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Oswego and Seneca counties, New York.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, New York.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of Chenango County, New York.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, New York.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, New York, who have demonstrated outstanding academic achievement and athletic ability.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951 and a trustee of the College, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, New York, area, and is renewable for the sophomore, junior and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, New York, who exhibit a combination of academic, athletic and extracurricular promise.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

The Andrew C. Scala Scholarship, established by Robert C. Scala, Class of 1953, and A. Richard Scala in memory of their father, is awarded with preference given to a deserving student of Italian descent from upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, New York, area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (New York) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from central New York.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Wiley Fund of The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica, New York, area.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (New York) High School.

The Women's Christian Association of Utica Scholarship, established by the Association, provides awards to female students. Preference is given to residents of Oneida County, New York.

North Carolina
The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio
The Paul Larnard King Scholarship, established by the will of Paul L. King, Class of 1915, is awarded with preference given first to residents of Trumbull County, Ohio; second to those of neighboring counties; and third to those of the state of Ohio.

The Tunnicliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Texas
The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Western States
The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin
The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International
Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Massachusetts, is awarded to minority students.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Scholarship, established by the Blood family in honor of Wayland P. Blood, Class of 1914, is awarded to a student with a broad range of interests both in and out of the classroom.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol III, Class of 1943 and chairman of the board of trustees from 1977 to 1990, is awarded to that sophomore who is a strong student, an active participant in the classroom, a varsity athlete and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Memorial Scholarship was established on the occasion of the 10th Reunion of the Class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its Commencement. It is awarded to a rising senior, to be used for the purpose of reducing the indebtedness of the recipient.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to a first-year student. Among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism established through a bequest from Jane Fonda Randolph in memory of her brother, Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr., in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the Classical Languages, American History or English.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given to a son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The Leavenworth Scholarship, established by Elias W. Leavenworth, Class of 1872, may be awarded only to students with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William and Ethel Marran Scholarship, established by Mr. and Mrs. William R. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. It is awarded with preference given first to a LINK student from Chicago; if there is no LINK student at Hamilton, it is awarded to an African-American student from Chicago; if there is no such student, it may be awarded to any other African-American student at the College.

*The John McNair Scholarshi*p, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Connecticut, by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers and contribution to the extracurricular life of the College.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity and determination in the classroom and in extracurricular activities.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.), 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded to a student excelling in science who also has a participant interest in athletics at Hamilton.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago, Illinois, in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, '75 or '76; if to none of those to a student from the West Coast; and if not awarded to a student meeting either of those stipulations then at the discretion of the College.

The Harold H. Smith Scholarship was established by John H. Smith, Class of 1940, and his wife, Winifred, in memory of his father, a member of the Class of 1913. It is awarded with preference given to students excelling in the sciences.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior and senior year, depending upon student performance.

The Watkins Scholarship was established by the Watkins family, including Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. It is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a student who has demonstrated interest in foreign languages and who has participated in women's athletics. Preference is given to a student who has made a significant contribution to women's ice hockey at Hamilton.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to students from the Syracuse area.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to students from the New York City area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class and Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior and senior classes who, in the preceding year, shall have made the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and sports; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior or senior music student who is an outstanding performer, composer, scholar or leader in music and who also actively participates in athletics.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the board of trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who is an outstanding student and a varsity athlete. The recipient should also have demonstrated a capacity for campus leadership. The scholarship may be renewed for the junior and senior years.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer and who maintains a minimum average of 85.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a junior concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, provides a prize scholarship to a member of the junior class on the varsity track team who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Classical Languages Department and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately ten students at the end of their first year in recognition of academic achievement, character and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements.

The Dirvin Family Prize Scholarship, established by Gerald V. Dirvin, Class of 1959 and a trustee of the College, is awarded to a student who has completed the first year, who has demonstrated academic excellence and who has participated in athletics at Hamilton.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924, are awarded to an upcoming sophomore, junior and senior, each of whom has made significant contributions to the College's athletic program.

The Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton and who is likely to make a significant contribution to society in the future.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character and salutary influence on the life of the College.

The Donald A. Hamilton Prize Scholarship, established by the family and friends of Mr. Hamilton, Class of 1924, is awarded to a junior who has displayed leadership, creativity and determination in the classroom and in extracurricular activities, and who has made exceptional academic improvement in the previous year.

The Ann Miller Harden Prize Scholarship, established in memory of Ann Miller Harden by her husband, David E. Harden, Class of 1948 and a trustee of the College, is awarded with preference given to the most promising woman painter at the end of her sophomore year.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also

given to promise as a scientist, breadth of background in the sciences, general academic standing and financial need.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the board of trustees, is awarded after the first year to one or two students who have demonstrated notably strong characteristics of leadership, and who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity and ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid and campus citizenship.

The Oren Root Prize Scholarships are awarded to the two juniors who have the best records in mathematics during the first and second years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior

who demonstrates good academic performance, financial need, enthusiasm for life and is a dedicated participant in extracurricular activities.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.), 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as first-year students with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a first-year student who has achieved academic excellence, has need for scholarship aid and who has enrolled for at least one course in the Classics Department.

The Frederick Reese Wagner Prize Scholarship in English, established by former students of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded to the recipient of the Frank Humphrey Ristine Prize Scholarship for excellence in English.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney Wertimer, Jr. Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., are awarded to three juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in general chemistry in the first year.

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the female graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The William M. Bristol, Jr. Fellowship for International Travel, established through the bequest of William M. Bristol, Jr., Class of 1917, provides funds for a period of post-graduate, independent, international travel.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton Fellow at George Watson's College, Edinburgh, Scotland, serves an internship in teaching, extracurricular activities and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Henry M. Love Fellowship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internships

Internships are awarded to support student research projects during the academic year or over the summer.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin '80 and Michael '91, to support students working on special research projects.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a teacher of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Sergei S. Zlinkoff Summer Fellowship Program, made possible through grants from the Zlinkoff Foundation for Medical Research and Education, provides summer research support for students who plan to attend medical school.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the first-year class who has the best academic record.

The Frederick Edmund Alexis Bush Award is awarded each year to a member of the Student Assembly who is a great leader, a devoted representative to his/her class, and a hardworker—an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Hadley S. DePuy Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque, with the student's name inscribed thereon.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one of two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the dean of students, has shown the greatest scholastic improvement in the spring term of the first year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr., in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Kirkland Prize, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Leo Mackta Prize in Physics, established in honor of Dr. Leo Mackta by his daughter, Betsy Mackta Scott, Kirkland College Class of 1972, and her husband, Thomas J. Scott, Jr., is awarded to a student who excels in applied physics.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geology field work.

The Walter Pilkington Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Procter & Gamble Prize for Campus Leadership is awarded by the Procter & Gamble Company to a minority student who is a rising senior in recognition of campus and community leadership. The recipient is selected by the dean of students on the recommendation of appropriate members of the faculty and administration.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, New York, and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the faculty and provides a scholarship for the study of biology during the summer vacation.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the director of athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geology and excelling in the courses in that concentration.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Sociology is awarded to the outstanding senior concentrator in sociology.

The Senior Prize in Theatre and Dance is awarded to the outstanding senior concentrator in theatre.

The Senior Prize in World Politics is awarded to the outstanding senior concentrator in world politics.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a romance language.

The Rusty Smith Memorial Teaching Prize in Computer Science, established in memory of Russell G. Smith III, Class of 1995, is awarded to that concentrator selected as being most committed to helping other students of computer science through shared learning. The recipient receives the designation of head departmental teaching assistant.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tarbell Book Prize in Organic Chemistry is awarded to that student who has just completed organic chemistry with distinction, demonstrated high aptitude for the subject matter and evinced strong interest in organic chemistry.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, increased by J. Platt Underwood, Class of 1870, and is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletic program.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the first-year class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking Prizes

The Clark Prize, established by Aaron Clark, and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to the three students, one in each of the three lower classes, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Distinction in Advocacy, established in memory of Earl H. Wright by his son, Warren E. Wright, is awarded to that student who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972, in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Academy of American Poets Prize is awarded each year by the Academy of American Poets, based upon the results of competition involving ten selected colleges.

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for Freshmen, established in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1934 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore and first-year student, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in English 150.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the programs in creative writing at both Kirkland and Hamilton colleges. Awarded annually to a graduating senior whose portfolio of poetry, prose fiction or drama is selected by faculty members in the Department of English, the Prize provides for the publication of a chapbook of the student's creative writing.

The Soper Essay and Research Prizes, established by Arthur W. Soper, Class of 1893, are awarded for the best essay on a topic in economics assigned by the faculty and for the best research paper in economics. The competition is open to all seniors who are taking a second- or third-year course in economics.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of April 1996, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Federal Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $400 and $2,440. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Office of Financial Aid based on a valid FAFSA application.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the federal Pell Grant or other federal aid programs or be in default on repayment of any student loan.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Supplemental grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of FSEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Perkins Loans

All candidates who apply for assistance are considered for Federal Perkins Loans. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Perkins Loan debt is $15,000 through completion of the baccalaureate degree, but not more than $3,000 in any one year. The current interest rate on Perkins Loans is 5 percent on the unpaid balance. Repayment normally begins after graduation. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

Federal Family Education Loan Program

The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Stafford Loan Program, and parents may borrow through a program called Federal Parent Loans for Undergraduate Students (PLUS). Interest subsidy for Federal Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility as based on the Federal Methodology. All student borrowers must file the Free Application for Federal Student Aid (FAFSA) in order to receive consideration for interest subsidy. The combined Federal Stafford and PLUS loan amounts cannot exceed the cost of education, less other financial aid received. Federal Family Loans are available only to United States citizens or to noncitizens who have permanent resident status. Lending institutions such as banks and credit unions provide funds for both the Federal Stafford and Federal PLUS loans. Hamilton recommends certain lenders for their excellent service and the Office of Financial Aid may be contacted for the names of these lenders.

Robert T. Stafford Federal Student Loan Program
Loans of up to $2,625 for first year, $3,500 for second year, and $5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Stafford Loan Program. Maximum dependent undergraduate indebtedness cannot exceed $23,000. The average indebtedness at Hamilton is much less than the statutory maximum. The interest rate on Federal Stafford Loans is established at the time the first loan is made. The rate for those who borrowed for the first time on or after July 1, 1994, is variable, but cannot exceed 8.25 percent.

Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need. It is necessary, therefore, for all applicants to file the Free Application for Federal Student Aid (FAFSA). An origination fee of up to 4 percent will be deducted from all loans at the time of disbursal.

Federal PLUS Loans
Federal Parent Loans for Undergraduate Students are available only to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student.

The interest rate for a Federal PLUS is variable, but cannot exceed 9 percent. Variable interest rates are set each June. Lenders are charged with the responsibility of notifying borrowers of interest rate changes.

An origination fee of up to 4 percent will be deducted from all loans at the time of disbursal. Federal PLUS borrowers are generally expected to begin repayment within 60 days after the final loan disbursement. Deferments or postponements of payment on the principal are available in limited instances.

Federal Work-Study Program (FWSP)
For students in financial need, Hamilton arranges jobs on-campus or off-campus with public or private non-profit agencies such as hospitals. Application is made through the Office of Financial Aid. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans
Students who are at least one-fourth Native American Indian, Eskimo or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months.

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Regents Awards for Children of Deceased or Disabled Veterans requires the following minimal levels of academic progress:*

* Legislation passed in July 1981 subjects only those candidates who received any of the above awards for the first time during the 1981-82 year or thereafter to these regulations.

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family net taxable income (income after deductions). Net taxable income (NTB) may be adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum net taxable income for TAP eligibility during the academic year is $50,500, but varies depending upon when TAP was first received. Awards will range from $100 to $3,900 per year, depending on the NTB and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her maximum award is reduced by $200 per year for each subsequent year of study. Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to ten semesters.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255.

Vietnam Veterans Tuition Award Program

The Vietnam Veterans Tuition Award Program provides financial assistance to veterans enrolled in undergraduate degree programs on either a full- or part-time basis. A listing of the institutions having approved degree programs is included in the supplemental application.

To be eligible under this program, the veteran must:

- have served in the armed forces in the United States in Indochina between January 1, 1963, and May 7, 1975;
- have been discharged from the service under other than dishonorable conditions;
- have been a resident of New York State on April 20, 1984, or have been a resident at time of entry into the service and resumed residency by September 1, 1987;
- apply for a Tuition Assistance Program (TAP) award and a Federal Pell Grant if applying as a full-time student or for the Federal Pell Grant only if applying as a part-time student.

Duration: Full-time Study—Awards are available for up to eight semesters for a four year program, or 10 semesters if a degree program is specifically approved as requiring five years. (Programs of remedial study are considered to be programs normally requiring five years.) *Part-time Study*—Awards are available for students taking 6 to 11 hours (or the equivalent per semester) for up to 16 semesters (eight years), or 20 semesters (ten years) in an approved program which would normally require five years if the study were full-time.

Amount: Full-time awards are $500 per semester or tuition, whichever is less. If the veteran also receives a Tuition Assistance Program (TAP) award, the combination of the two awards cannot exceed tuition. Part-time awards are $250 per semester or tuition, whichever is less. The total of all awards for full- and/or part-time study received cannot exceed $5,000.

Regents Awards for Children of Deceased or Disabled Veterans
An award of $450 per year is available to students who are the children of veterans who have died, have a current disability of 50 percent or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917-November 11, 1918; December 7, 1941-December 31, 1946; June 25, 1950-July 27, 1953; or October 1, 1961-March 29, 1973. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans
Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Higher Education Opportunity Program (HEOP)
HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

The Trustees

Kevin W. Kennedy, *Chairman*
Gerald V. Dirvin, *Vice Chairman*

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	Elected	Term Expires
Howard M. Bingham, B.S., *Asheville, NC*	1952	Life
Coleman Burke, LL.B., *Springfield, NJ*	1956	Life
Walter Beinecke, Jr., *Newburyport, MA*	1960	Life
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Hugh R. Jones, J.D., *New Hartford, NY*	1973	Life
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Eugenie A. Havemeyer, Ph.D., *New York, NY*	1978	Life
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David E. Harden, A.B., *McConnellsville, NY*	1981	Life
Hans H. Schambach, *Kiawah Island, SC*	1983	Life
Keith S. Wellin, M.B.A., *New York, NY*	1984	Life
Milton F. Fillius, Jr., J.D., *San Diego, CA*	1986	Life
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Ronald R. Pressman, A.B., *London, England*	1995	1999
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Katherine C. Hastings, A.B., *Pelham Manor, NY*	1996	2000
David M. Solomon, A.B., *New York, NY*	1996	2000

The Faculty

Emeriti

Russell Thorn Blackwood III
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Stephen Bonta
Margaret Bundy Scott Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

Robert Marcellus Browning
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Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

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Warren Earl Wright
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Lawrence Karn Yourtee
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Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the faculty. The letters **F** and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters, **f** and **s**, indicate the terms during which visiting faculty members will teach at the College.

Diego Alonso (1996) **fs**
Visiting Instructor of Spanish; B.A. and M.A., Université de Paris VII; D.E.A., Université de Paris III; M.A., Princeton University

Douglas Ambrose (1990)
Assistant Professor of History; B.A., Rutgers University, M.A., University of Rochester; Ph.D., State University of New York at Binghamton

John Timothy Anderson (1967)
Professor of Mathematics; A.B., Hamilton College; Ph.D., Duke University

Vivian Anderson (1987)
Assistant Professor of Mathematics; B.S., Wheaton College; M.S., University of Nebraska; M.S. and Ph.D., Syracuse University

Frank Michael Anechiarico (1976) **FS**
Maynard-Knox Professor of Government and Law; A.B., Hamilton College; A.M. and Ph.D., Indiana University

Vincent A. Auger (1987)
Assistant Professor of Government; B.A., Fordham University; A.M. and Ph.D., Harvard University

George Wilbon Bahlke (1969)
Professor of English; A.B. and A.M., University of Chicago; A.B., Swarthmore College; Ph.D., Yale University

David G. Bailey (1990)
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Associate Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

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Charlotte Beck (1985)
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Richard E. Bedient (1979)
Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carole Ann Bellini-Sharp (1973)
Marjorie and Robert W. McEwen Professor of Theatre; A.B. and A.M., The Pennsylvania State University; Ph.D., Carnegie-Mellon University

James Bradfield (1976)
Professor of Economics and Associate Dean of Students; A.B., A.M. and Ph.D., University of Rochester

Karen S. Brewer (1989)
Associate Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Austin Eugene Briggs, Jr. (1957)
Hamilton B. Tompkins Professor of English Literature; A.B., Harvard University; A.M. and Ph.D., Columbia University

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Associate Professor of Physical Education; B.A., College of Wooster; M.A., University of Iowa

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Stephenson Humphries-Brooks (1983)
Associate Professor of Religious Studies; A.B., William Jewell College; M.Div., Southern Baptist Theological Seminary; Ph.D., Columbia University

Maurice Isserman (1990) **FS**
Professor of History; B.A., Reed College; M.A. and Ph.D., University of Rochester

Arvind Jaggi (1996) **fs**
Visiting Assistant Professor of Economics; B.A. and M.A., Delhi University; M.A., State University of New York at Albany; Ph.D., University of Illinois

Elizabeth J. Jensen (1983)
Associate Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology

Hong Gang Jin (1989) **F**
Associate Professor of Chinese; B.A., Shanxi University; M.A. and Ph.D., University of Illinois

Derek Charles Jones (1972) **FS**
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Esther Sue Kanipe (1976)
Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Robert Kantrowitz (1990)
Associate Professor of Mathematics; A.B., Hamilton College; M.A., M.Phil. and Ph.D., Syracuse University

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Silas D. Childs Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

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Robert C. Palusky (1969)
Professor of Art; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology

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Visiting Instructor in Sociology; B.A., Hunter College; M.A., Queen's College

Robert L. Paquette (1981)
Publius Virgilius Rogers Professor of American History; A.B. and A.M., Bowling Green University; Ph.D., University of Rochester

David C. Paris (1979) **F**
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Philip M. Pearle (1969)
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Samuel Frank Pellman (1979)
Professor of Music; B.Mus., Miami University; A.M. and D.M.A., Cornell University

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William A. Pfitsch (1989)
Associate Professor of Biology; A.B., Oberlin College; M.S. and Ph.D., University of Washington

Gregory Richard Pierce (1991)
Assistant Professor of Psychology; B.S., M.S. and Ph.D., University of Washington

Jeffrey Lawrence Pliskin (1982)
Associate Professor of Economics; A.B., State University of New York at Binghamton; A.M. and Ph.D., University of Michigan

Deborah Frances Pokinski (1978)
Associate Professor of Art; A.B., Randolph-Macon Woman's College; A.M. and Ph.D., Cornell University

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Visiting Assistant Professor of Geology; B.S., University of Nebraska-Lincoln; M.S. and Ph.D., Florida State University-Tallahassee

Nancy Sorkin Rabinowitz (1974)
Margaret Bundy Scott Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago

Peter Jacob Rabinowitz (1974)
William R. Kenan, Jr. Professor of Comparative Literature; A.B., A.M. and Ph.D., University of Chicago

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Assistant Professor of Chemistry; A.B., Colby College; Ph.D., Dartmouth College

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Associate Professor of Religious Studies; B.A., M.A. and Ph.D., Brandeis University

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Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

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Upson Professor of Rhetoric and Oratory; A.B. and Ph.D., University of Illinois; A.M., Southern Illinois University

Mitchell Lloyd Stevens (1996) **fs**
Visiting Instructor of Sociology; B.A., Macalester College; M.A., Northwestern University

Nathaniel Cushing Strout (1980)
Associate Professor of English and Associate Dean of the Faculty (fall); A.B., Carleton College; A.M. and Ph.D., University of Rochester

Andrew J. Swensen (1996) **fs**
Visiting Assistant Professor of Russian; A.B., University of Michigan; M.A. and Ph.D., University of Wisconsin

Santiago Tejerina-Canal (1984) **FS**
Associate Professor of Spanish; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Barbara J. Tewksbury (1978)
Stephen Harper Kirner Professor of Geology; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Olofson Thickstun (1988) **S**
Associate Professor of English; A.B., Mount Holyoke College; M.A. and Ph.D., Cornell University

David W. Thompson (1983)
Associate Professor of Physical Education; A.B., Colgate University; M.S., Syracuse University

Eugene M. Tobin (1980)
Professor of History and President of the College; A.B., Rutgers University; A.M. and Ph.D., Brandeis University

Edith Toegel (1992) **F**
Assistant Professor of German; B.A. and M.A., Tufts University; Ph.D., University of Washington

Bonnie Urciuoli (1988)
Associate Professor of Anthropology; B.A., Syracuse University; M.A. and Ph.D., University of Chicago

Sir Brian Urquhart (1996) **f**
Sol M. Linowitz Visiting Professor of International Studies; A.B., Oxford University

Jonathan Vaughan (1971)
Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Jason Verduzco (1994)
Instructor in Physical Education; B.A., University of Illinois

Victoria V. Vernon (1983)
Associate Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

Manfred E. von Schiller (1959)
Professor of Physical Education; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Bruce Walczyk (1985)
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Elizabeth J. Warner (1989)
Assistant Professor of Economics; B.A., College of Wooster; M.A. and Ph.D., University of Michigan

Adam Paul Weisman (1996) **fs**
Visiting Assistant Professor of English; B.A., Columbia University; M.Phil., University of Oxford; Ph.D., Harvard University

Douglas Alexander Weldon (1977)
Stone Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard William Werner (1975)
John Stewart Kennedy Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Thomas Edward Wheatley (1990)
Assistant Professor of English; B.A., Rhodes College; M.A., University of York; M.A. and Ph.D., University of Virginia

Ernest H. Williams (1984)
Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University

Jay Gomer Williams (1960)
Walcott-Bartlett Professor of Religious Studies; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Thomas A. Wilson (1989)
Associate Professor of History; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Michael E. Woods (1993) **S**
Assistant Professor of Music; B.A., University of Akron; M.A., Indiana University; D.M.A., University of Oklahoma

Paul Gary Wyckoff (1991)
Associate Professor of Government and Director of the Arthur Levitt Public Affairs Center; B.A., Macalester College; Ph.D., University of Michigan

De Bao Xu (1991) **S**
Assistant Professor of Chinese; B.A., Taiyuan Teacher's College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Penny Linn Yee (1991)
Assistant Professor of Psychology; B.A., Pomona College; M.S. and Ph.D., University of Oregon

Reggie Young (1996) **fs**
Visiting Assistant Professor of English; B.A., M.A. and Ph.D., University of Illinois at Chicago

Special Appointments

Kenneth M. Bart
Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Suzanne Beevers
Lecturer in Music (Violoncello)

Stephen Best
Lecturer in Music (Keyboard and Organ); B.A. and M.Mus., Syracuse University

Anita Bhat
Lecturer in Computer Science; B.A., Bangalore University; B.S. and M.S., State University of New York-Institute of Technology, Utica

Russell Thorn Blackwood III
Lecturer in Religious Studies; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Maria Brané
Lecturer in Psychology; B.A., M.A. and Ph.D., Wayne State University

William Burd
Lecturer in Theatre and Director of Technical Theatre

Steven Button
Lecturer in Music (Trombone); B.Mus., Ithaca College

Daniel Carno
Lecturer in Music (Oboe); B.Mus. and M.Mus., Syracuse University

Edward Castilano
Lecturer in Music (Double Bass); B.Mus., Eastman School of Music

Paul Charbonneau
Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Katherine A.S. Collett
Lecturer in English; B.A., Wellesley College; B.A. and M.A., University of Cambridge; Ph.D., University of Pennsylvania

Richard Decker
Lecturer in Music (Horn); B.Mus., Eastman School of Music; M.Mus.; Catholic University of America

Alison Doughtie
Lecturer in English as a Second Language; B.A., Rice University; M.A., Indiana University

Charles W. England
Lecturer in Music (Tuba) and Conductor, Brass Choir; B.M.E., Augustana College; M.Mus., Yale University

Anita Firman
Lecturer in Music (Voice); B.S. and M.M.E., State University of New York College at Fredonia

Linda Greene
Lecturer in Music (Flute); B.Mus., Syracuse University

Steven Heyman
Lecturer in Music (Piano); B.S. and M.S., Julliard School of Music

Yi-Chun Hsieh
Teaching Fellow in Chinese; B.A., National Central University; M.S., Seattle Pacific University

Naima Kerrouche
Teaching Fellow in French; Licence de lettre François, La Faculté Centrale d'Algers; M.A., Université de Paris V; D.E.A., Université de Paris III

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Ursula Kwasnieka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton

Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Laurance A. Luttinger
Lecturer in Music (Percussion); B.Mus.Ed. and M.Mus., Syracuse University

Scott MacDonald
Lecturer in Art; A.B., DePauw University; M.A. and Ph.D., University of Florida

Susan A. Mason
Lecturer in Rhetoric and Communication; B.S., State University of New York College at Oswego; M.A., State University of New York at Albany; M.S., Ithaca College

George Myers
Lecturer in Music (Violin and Viola) and Chamber Music Coach; B.S., Hunter College; M.Mus., State University of New York at Binghamton

Colleen Roberts Pellman
Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.Mus., Miami University; M.Mus., Ithaca College

Kirk Pillow
Lecturer in Philosophy; B.A., Trinity University; M.A. and Ph.D., Northwestern University

Barbara Rabin
Lecturer in Music (Clarinet); B.A., Wellesley College; M.A., Wesleyan University

John Raschella
Lecturer in Music (Trumpet); Curtis Institute of Music

Monk Rowe
Lecturer in Music (Saxophone) and Director, Jazz Ensemble (spring); B.Mus., State University of New York College at Fredonia

Kazuko Tanosaki
Lecturer in Music (Piano); B.A., Kunitachi Music College; M.A., University of California at San Diego

Joyce M. Ucci
Lecturer in Music (Piano); B.Mus., University of Redlands; M.Mus., Yale University

Ryoko Ueno
Visiting Instructor in Japanese from Colgate University; B.A., Temple University

Sidney Wertimer, Jr.
Lecturer in Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Marjorie Zambrano
Teaching Fellow in Spanish; School of Modern Languages, University of Costa Rica

Athletic Coaches

Betsy L. Bruce
Head Coach, Women's Field Hockey and Lacrosse; B.A., College of Wooster; M.A., University of Iowa

Michael Davis
Head Coach, Baseball, and Assistant Coach, Football; B.A., Idaho State University

Steven David Frank
Head Coach, Football, and Assistant Coach, Women's Indoor and Outdoor Track; B.S. and M.S., University of Bridgeport

Philip Grady
Head Coach, Men's Ice Hockey, and Assistant Coach, Women's Lacrosse; B.S., Norwich University; M.S., State University of New York at Albany

Melissa M. Hart
Head Coach, Women's Soccer and Softball; A.B., Hamilton College

Brett C. Hull
Head Coach, Men's Indoor and Outdoor Track, and Men's and Women's Cross Country; B.S. and M.Ed., Frostburg State University

Geraldine S. Knortz
Head Coach, Women's Volleyball and Director of Club Sports; B.S., State University of New York College at Cortland; M.S., Northern Illinois University

Kelley H. McElroy
Head Coach, Women's Ice Hockey and Tennis; B.S., Central Michigan University; M.S., State University of New York at Cortland

Thomas Edward Murphy
Head Coach, Men's Basketball and Director of Athletics; B.S. and M.Ed., Springfield College

David W. Thompson
Head Coach, Men's and Women's Swimming, and Assistant Coach, Men's Soccer; A.B., Colgate University; M.S., Syracuse University

Jason Verduzco
Assistant Coach, Baseball, Football and Track; B.A., University of Illinois

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

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A.B., Rutgers University; A.M. and Ph.D., Brandeis University

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A.B., Harvard University; Ph.D., University of California at Los Angeles

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B.A., St. Bonaventure University; M.S., State University of New York at Albany

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Louise H. Peckingham, M.A., *Assistant to the President*

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Lisa Parsons, M.S., *Nurse Practitioner*
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Andrea Leithner, *Associate Director of Admission and Financial Aid*
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P. Monique Valcour, Ed.M., *Director of Volunteer Admission Programs*

Office of Administration and Finance

Daniel J. O'Leary, M.B.A., *Vice President, Administration and Finance*
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Gilles G. Lauzon, M.S., *Assistant Controller*
Elizabeth D. Stewart, B.S., *Accountant*
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Sarah G. Steele, B.S., *Director, Personnel*
Marylou Ryan-Williams, M.B.A., *Assistant Director, Personnel*
Arthur G. Jewett, B.S., *Director, Physical Plant*
Frank N. Marsicane, B.S., *Associate Director, Physical Plant*
Leslie D. Hawkridge, B.S., *Assistant Director, Physical Plant*
Edward I. Neidhart, Manager, *Technical Trades*
Anthony R. Poccia, Jr., *Manager, Building Structural Trades*
Fredrick C. Blunt, *Manager, Grounds*
James E. Vivyan, *Manager, Custodial Services*
David L. Smallen, Ph.D., *Director of Information Technology Services/Institutional Research*
Frank E. Price, Ph.D., *Associate Director of Information Technology Services*
Joan E. Hathaway, B.S., *Associate Director of Information Technology Services*
James E. Douglas, M.S., *Associate Director of Information Technology Services*
Peter Blanchfield, M.S., *Assistant Director of Institutional Research*

Lisa M. Rogers, A.B., *Assistant Director of Information Technology Services*
Jamean Chow, B.A., *Assistant Director of Information Technology Services*
James Huang, B.S., *Assistant Director of Information Technology Services*
Debbora Quayle, B.S., *Assistant Director of Information Technology Services*
David A. Cannamela, *Manager, College Store*

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M. Jane Bassett, *Administrative Assistant to the Vice President, Communications and Development*
A. Dean Abelon, A.B., *Executive Director, Communications and Development*
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Mari A. Clampitt, B.A., *Assistant Director of Annual Fund*
Jennifer Potter Hayes, M.A., *Director of Alumni Affairs and Information Services*
Thomas D. Brush, Jr., A.B., *Associate Director of Alumni Affairs and Information Services*
Matthew Gargano, B.S., *Assistant Director of Alumni Affairs and Information Services*
Michael J. Debraggio, M.S., *Director of Communications*
Stacey J. Haag, M.A., *Director of College Publications*
Marc R. Simon, A.B., *Director of Sports Information*

1996 Graduates in Course

Bachelor of Arts

Summa Cum Laude

Rana Abdulraouf Al-Hallaq, ΦΒΚ
Mario Christopher Fallone, ΦΒΚ
Qijia Fu, ΦΒΚ, ΣΞ
Sean Patrick Guerin, ΦΒΚ
Amanda Beth Jenks, ΦΒΚ
Melissa Anne Kastler, ΦΒΚ
Tammy Ann Koch, ΦΒΚ
Helen Shun Nga Lee, ΦΒΚ
Meredith Ann Mascali, ΦΒΚ
Lisa Christine Meserole, ΦΒΚ
Stoyko Nikolov Nikolov, ΦΒΚ, ΣΞ
Philip Yik Hsiung Poh, ΦΒΚ
Nahid Ibne Rahman, ΦΒΚ
Kara Elizabeth Stanek, ΦΒΚ
Harry Davis Taylor, ΦΒΚ
Rifat Baran Tekkora, ΦΒΚ
Karen Lorraine Werkhoven, ΦΒΚ
Jennifer Ann Wilson, ΦΒΚ
Agnes Eva Zsigovics, ΦΒΚ

Magna Cum Laude

David Reppert Abruzzino
Courtney Anne Beach, ΦΒΚ, ΣΞ
Edward S. Bielejec, ΦΒΚ, ΣΞ
Sangeeta Budhiraja
Jennifer Nicole Collins
Ann Carol Crothers
Lori Ann Eaton
Rebecca Kay Egan, ΦΒΚ
Nathalie Dominique Etter
Timna Genzlinger, ΦΒΚ
Randi Dawn Glass, ΦΒΚ
Robert James Goldie, ΦΒΚ
Geoffrey Michael Gordon, ΦΒΚ
Alexandra Amelia Greene, ΦΒΚ
Deborah Leigh Hamilton, ΦΒΚ, ΣΞ
Kara Lise Hrubi
Stephen Bernard Hudak III
Thomas Evans Kellogg, ΦΒΚ
Christian Conrad Meyer Knutsen, ΦΒΚ
Paul Karl Koreen, ΦΒΚ
Ann Kathleen Kupinski, ΦΒΚ, ΣΞ
Oscar M. Leal, ΦΒΚ
Rochelle Ligeia Leisten, ΦΒΚ
Adrianne Lesley Levin
Kevin Michael McIntyre
Gabriel Sol Meyer
Kerry Ann Moyer, ΦΒΚ
Meghan Elizabeth Ogden, ΦΒΚ, ΣΞ
Akiko Okusu, ΦΒΚ, ΣΞ
Susan Elizabeth Paul
Michael Lawrence Regis, ΦΒΚ, ΣΞ
Alexandra Dutton Schuppert
Joan Eleanor Serway, ΦΒΚ
Mina Joy Shalit
Naeem Nisar Sheikh, ΦΒΚ
Irene Tzimou, ΦΒΚ
Anahid Matilda Ugurlayan
Meesha Emily Valle, ΦΒΚ
Valerie Jeanne Vignaux, ΦΒΚ
Christina Elizabeth Irene
von Dorrer-Hildebrand
Sarah Anne Williamson

Cum Laude

Daniel Benjamin Adelmann
Bret David Bridges
Anna Cabot Brines
Marc Evan Brown
Emily Jane Clark
Kimberly Ann Colvin, ΣΞ
Benjamin Scott Fox
Margaret Fletcher Garrett
Christopher Stephen Gelvin
Justin Jaeger Harberson
Jonathan Harrington
Mary Mee Wah Lai
Jennifer Lesic
Jennifer Louise Marie Lotufo
Alan Lemuel MacCracken III
Duncan Kenneth MacPhail
Nicholas George Malafis, ΣΞ
Daniel Edward McKenna
Jeremy Seth McKittrick
Elizabeth Joyce Mooney
David John Gerard Nastasi
Rachel Maia Neuman
Angie Rebecca Phillips
Catherine Bridges Sadtler
Aaron Wade Sanandres
Daniel Edward Sarzynski
Charity Dawn Scripture, ΣΞ
Jessica Rosskamm Shalom
Jessica Ellen Shane
Catherine Baker Sitrick
Peter Fitzgerald Soule
Ingrid Helen Sun
Jonathan Fontaine Teaford
Lauren Ann Van Deren
Eleanne Derkien Scarlett van Vliet

Samuel Marc Walker
Audrey Hope Weiner
E. Bingham Breeze Williams
Lisa Shu Peng Wong
Joseph Henry Wright IV

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Usman Beshir Ahmad
Jung Ah Ahn
Christopher Charles Airey
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Michele Tanya Alutin
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Roxanne Marie Benjamin
Michael Maurice Benton
Benjamin Aaron Berkman
Kerry Lynn Bernstein
Tara Margo Bernstein
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Michelle Jane Bishop
Megan Louise Blackburn
Paul Joseph Blechmann
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Brandy Ann Bonnett
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Kendall Edward Brook
Leslie Ann Brown
Myron Alexander Brown
Naomi June Brown
David Peter Brunk
Elizabeth Lowell Bundy
Frederick Edmund Alexis Bush III
Michael Andrew Calawa
Christian Edward Calligaris
James Caldwell Cason, Jr.
Gerald Michael Chaney, Jr.
David Weinan Chen
Shannon Ruth Clare
Matthew James Cleary
Brian Christopher Cohen
Elisa Berhe Coons
Jonathan Bartlett Cooper
Christy Watson Cosby
Nellie Rose Costello
Elizabeth Lockwood Crary
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Iason George Dalavagas
Heather Lynne Dammerman
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Matthew William Davidson
Kara Shea Davis
Ayisha Nicole Day
Grant Thomas Day
Deborah Ann Del Signore
Natasha Marie Derrickson
Todd Cary Devorsetz
Sara Natalie Doane
Emily Anne Docken
Eric Christopher Donofrio
Jennifer Ann Dowd
Marsha Keitha-Ann Drummond
Emily Jura Englade
Justin Armel Factor
Sara Elizabeth Falkenberry
Thomas Eric Farren
Carl Cincotta Fiore
Elizabeth Anne Fisk
Jonathan Ruan Fletcher
Maureen Ann Flynn
Patrick Michael Flynn
Spencer Martin Foley
Ian Mackay Forbes-Jones
Amanda Cain Fox
Timothy Corning Fox
Chun Amy Fung
Meyleen García
Gregory William Gardner
Ashley McCullough Gates
David Hartley Gehm
William Daly Gibbons
Annis Million Gilbert
Daniel Joseph Glass
Jason Michael Gould
Amelia Merchant Grabe
Max Daniel Gray
Brian David Green
Kate Elizabeth Green
Monique LaShawn Green
Jessica Alexis Greene
Anne Carter Griffin
Erin Patra Grogan
Emily Jill Hannon
Matthew Conrad Hayden
Stephanie Kyle Hedges

Deirdre Beth Heersink
Judson Roberts Henderson
Scott Randall Henry
Jennifer Jody Hess
Ronald John Hevier
Matthew Spencer Hicks
Amy Elizabeth Higbie
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Ian Thomas Murphy
William Joseph Murphy II
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Michaela Veronica Pfeiffer
Wendy Garrett Phillips
Michelle Lee Pickett

James Michael Piiparinen
Tara Elizabeth Pinansky
Richard Michael Pizzo
Lloyd Stephen Polanish
Stephen Benedict Prymas
Yogesh Dayaram Ramani
Megan S Reichgott
Elizabeth Martin Reilly
John Peter Reilly
Arthur Jerome Reliford, Jr.
Stephanie Jean Reynolds
Eric Ridder III
Kristin Elizabeth Ring
Ezra Hoyt Ripple V
Eric Steven Ritvo
William Montgomery Robb
Eric William Roberts
Maya Reis Roberts
Amanda Austin Rowley
Kathryn Mary Ryan
Joseph Adam Saponaro III
Mark Douglas Savitsky
Kimberly Luana Schilling
Nathaniel Nickoli Schutz
John Rees Selby
Lynn Margaret Separk
Kristen Shahverdian
Gregory Francis Shea
Khizar Amjad Sheikh
Amelia Endicott Shevenell
Elizabeth Moran Sichol
Zahid Siddique
Aaron Jack Simon
Jennifer Kirim Sin
Andrew Douglas Singer
John Charles Slack
Toby William Smith
Trina Marie Smith
Callie O'Bryhim Soeldner-Prim
Heather Helen Sornberger
Kelly Ann Souza
Mary Cecilia Sprague
Alison Franklyn Stachowicz
Edward John Stankus III, ΣΞ
Peter Ruel Stein
Andrew Page Stockwell
Brett Theodore Rufus Straten
Clayton Thomas Sullivan
Devin Cross Sullivan
Karen Eileen Sweeney
Stephen James Sweeney
Macrae Sykes II
Jason James Tagliaferri
Jane Chandlee Taylor
Heather Tesoriero
Matthew Standfast Thomas
Zachary Michael Thomas
Brian McKay Touhey
Jana Lee Tromblay
Meghan Elizabeth Ulrich
Katherine Hollinshead Vail
Jennifer Maloney Walsh
Jonathan William Ward
Karen Constance Weber
Peter Grant Webster
Joslyne Andrea Weinmann
Adam Dolph Weiss
David Stanley Welch
Jennifer Lynn Wheeler
James Ryan White
William Hooker Doolittle Whitman
Anna Margaret Wild
Shawn E. Williams
Marc Henning Wirstrom
James William Wolitarsky, Jr.
Morgen Elizabeth Young
Justin John Zappia
Starrett Hoyt Zenko

Visiting Students
Maxim Korobov
Alexander P.M. Slater
Natasha Sopieva

Enrollment

Enrollment of Students by Classes, Fall 1995*

	Men	Women	Total
Class of 1996	212	203	415
Class of 1997	209	151	360
Class of 1998	233	208	441
Class of 1999	251	237	488
Visiting & Part-Time Special Students	22	19	41
Total	927	818	1745

* *Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 107 students (mostly juniors) off campus last fall on approved academic leaves of absence, 85 were studying at foreign institutions or in non-Hamilton programs.*

Geographic Distribution of Students by State and Country, 1994–95

State	Students
New York	694
Massachusetts	205
Connecticut	137
New Jersey	112
Pennsylvania	73
Illinois	33
Ohio	31
Maine	30
Vermont	30
Maryland	29
New Hampshire	29
California	28
Florida	19
Virginia	15
Washington	14
Rhode Island	12
Texas	10
District of Columbia	9
Delaware	7
Michigan	7
Colorado	6
Georgia	6
Missouri	5
Nebraska	5
North Carolina	5
Iowa	4
Minnesota	4
New Mexico	4
West Virginia	4
Alabama	3
Arizona	3
Utah	3
Wisconsin	3
Indiana	2
Kansas	2
South Carolina	2
Alaska	1
Kentucky	1
Louisiana	1
Oregon	1
Tennessee	1
Countries	
Canada	16
Japan	9
Turkey	8
France	5
United Kingdom	5
Greece	4
Russia	4
Bermuda	3
Malaysia	3
Netherlands	3
Pakistan	3
Singapore	3
Bulgaria	2
Hong Kong	2
Philippines	2
Saudia Arabia	2
Switzerland	2
Thailand	2
Australia	1
Austria	1
Bangladesh	1
Belgium	1
Benin	1
Bosnia	1
China	1
Columbia	1
Croatia	1
Cyprus	1
Czech Republic	1
Egypt	1
Estonia	1
Gambia	1
India	1
Indonesia	1
Jordan	1
Kenya	1
Poland	1
Slovakia	1
South Korea	1
Sri Lanka	1
Sweden	1
Taiwan	1
Tanznia	1
Trinidad & Tobago	1
United Arab Republic	1
Uruguay	1
Uzbekistan	1
Venezuela	1

Student Retention

Of the 426 full-time first-year students who enrolled at Hamilton in the fall of 1989, 86.9 percent were graduated by the spring of 1993; 89.7 percent by the spring of 1994.

Degree Programs

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230 (518) 474-5851.

Programs	**HEGIS Code**
Africana Studies	2211
American Studies	0313
Ancient Mediterranean Civilization	1599
Anthropology	2202
Art	1002
Art History	1003
Asian Studies	0301
Biochemistry/Molecular Biology	0414
Biology	0401
Chemistry	1905
Classics	1504
Communication Studies	⋆
Comparative Literature	1503
Computer Science	0701
Dance	1008
Economics	2204
English	1501
English Literature	1502
Foreign Languages	1101
French	1102
Geology	1914
German	1103
Government	2207
History	2205
Interdisciplinary Programs	4901
Mathematics	1701
Music	1005
Philosophy	1509
Physics	1902
Psychobiology	2099
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Spanish	1105
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

⋆ Application has been made to the New York State Education Department for approval of a concentration in Communication Studies, and that application is currently under review.

Family Educational Rights

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as the "Buckley Amendment") was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, DC 20201, concerning alleged failures by the institution to comply with the act.

The act permits the College to release certain "directory information." This information will not be released to salespeople, subscription sellers, etc., but will be used for College purposes, such as news releases and athletic programs. The following has been designated as "directory information:" the student's name, address and telephone listing, date and place of birth, major, participation in officially recognized activities and sports (from the Activities Questionnaire completed by each student), weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

If you do *not* wish any or all of this information released without your prior consent, please notify the dean of students in writing before September 15. In the absence of a negative response, the College will release this information when appropriate.

Copies of Hamilton's policy regarding the act and procedures used by the College to comply with the act can be obtained from the Office of the Dean of Students. Questions concerning the Family Educational Rights and Privacy Act may be referred to the dean of students or to the registrar.

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